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AN EXPERIMENT IN INCREASING THE AUDIENCE FOR EDUCATIONAL TELEVISION. EDUCATIONAL TELEVISION PROJECT, PRELIMINARY REPORT 5.

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SEVERAL EXPERIMENTAL AND CONTROL GROUPS OF TELEVISION USERS WERE SELECTED TO RECEIVE FORMS OF MAILED STIMULI, INCLUDING SEVERAL FORMS OF PROGRAM INFORMATION SOURCES, PLUS A SERIES OF PERSONAL LETTERS URGING THE VIEWER TO USE EDUCATIONAL TELEVISION. FINDINGS SHOWED THAT THE PROMOTION OF EDUCATIONAL TELEVISION VIEWING, REGARDLESS OF THE THEMATIC APPEALS USED, VARIED IN DIRECT PROPORTION TO THE "TELEVISION FAMILY" SIZE. IN SHORT, THE MORE COMPETITION THERE WAS FOR THE SET, THE LESS LIKELY IT WAS THAT ANY GIVEN APPEAL WOULD BE EFFECTIVE IN EDUCATIONAL TELEVISION VIEWING. RELATED REPORTS ARE ED 003 242, ED 003 243, AND ED 003 641 THROUGH ED 003 645. (LP)

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the institute for community studies
studies in resistances to cultural innovations

EDUCATIONAL TELEVISION PROJECT PRELIMINARY REPORT NUMBER FIVE

an experiment in increasing the audience for educational television

m. n. goldstein • j. r. shepherd • university of oregon

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Studies in Resistances to Cultural Innovations

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EDUCATIONAL TELEVISION PROJECT

~~PRELIMINARY~~ REPORT ~~NUMBER~~ FIVE 5

start

An Experiment in Increasing the Audience for Educational Television

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INTRODUCTION

Regardless of the standards of measurement, or the units of time under study, the burden of evidence supports the contention that the present audience for open circuit educational television, when compared to the audience of the competing commercial stations, is rather small. We can illustrate the problem by assuming that the lowest estimates of audience size, which place viewership of the average educational program at one or two per cent of the total television families in broadcast area, are correct.[1] If one feels this is a difficult figure to accept, even the most optimistic estimate of some 30 per cent regularly watching educational television still leaves one with some concern over the size of the audience making use of the programs broadcast.[2] However, such low audience ratings should be depressing only if they are thought to be immutable. If, however, they are merely indicative of a phase through which educational television is currently passing, then a narrow focus on the present is needlessly destructive of the future.

The authors of this report feel that the long-run potential of educational television in attracting larger audiences should be of more concern than the question of the size of present ones. The large number of individuals, estimated at more than twenty-five million, within broadcast range of educational stations attest to the great potential audience for educational television.[3] Most of the studies in this area have testified to the educational efficacy of teaching by television, and therefore the proper question to ask of educational television is: Can audience levels be brought up to a point at which television becomes a more efficient medium of cultural and educational transmission than the traditional methods of the past?

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[1] A Study of some Aspects of KOAC-TV Programming and its Audience, Educational Television Project Preliminary Report Number Two, John R. Shepherd, University of Oregon, May, 1961, (Mimeographed, 37 pp) See Figures 1-5.

[2] U. S. House of Representatives, Hearings, Subcommittee of the Committee on Interstate and Foreign Commerce, 87th Congress, 1st Session, Educational Television, March 20-23, May 17-18, 1961, p. 93.

One of the problems implicit in our major question is a matter of definition--what number constitutes the "small" or "large" audience? Those researchers who are sympathetic to educational television or who are carrying out their research under the auspices of a grant from an educational institution may be inclined to find that the audience for educational television is surprisingly "large." On the other hand, audience surveys conducted by private research firms for commercial broadcasters often find that the educational television audience is relatively "small."

Both, of course, are right. Both, however, are using very different yardsticks. The educational television researcher typically reports[4] the proportion of the total potential audience who watch at least one program during a week's time. Using such a measure, Schramm reports that community stations in metropolitan areas generally attract between twenty and twenty-five per cent of the adults in their coverage areas as regular viewers.[5] On the other hand, the commercial rating services find that a single educational program rarely attracts more than one or two per cent of the total potential viewership.

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[3] Schramm, Wilbur. "The Audiences of Educational Television," in Wilbur Schramm, (ed.), The Impact of Educational Television, University of Illinois Press, Urbana, 1960, p. 20.

[4] Educational Television Project: Preliminary Report Number One, M. N Goldstein, W. T. Martin, and J. R. Shepherd, The University of Oregon, no date. (Multilithed; 43 pp.) See particularly pages 10-14.

It seems clear that in either case there is still a great gap between the size of the potential audience and the current number of actual viewers, and that the overwhelming majority of the audience is not making use of the educational programming available in its area.

It should again be emphasized that the question to which this report addresses itself is not one primarily of the general validity of social research, nor is it a question of which device for audience measurement is the more suitable. We are concerned with the problem of growth. Is the audience for educational television limited to its current level, or are there ways of inducing more and more people to take advantage of educational broadcasting? We believe the answer to this last question is "Yes" although admittedly, when the experiments about to be described were initiated, this belief was more an article of faith than a matter of knowledge.

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[5] Schramm, op. cit., p. 21.

THE DYNAMICS OF PROGRAM SELECTION

It seemed to us that at least two possible avenues of experimentation were available as means of increasing educational television audiences. One is related to the production end of the communicative chain; that is, how what is put into the tube could be modified and therefore affect audience reaction. The other avenue is related to the "reception" end of the chain, and tests modifications of attitudes toward what is taken off the tube. We acknowledge the possibility that experimentation with both of these "variables" might be required before any change in audiences could be observed, and that these changes might not be of such a nature as to produce any increase or decrease in net size, yet still involve significant shifts in the types of individuals and groups who did watch.

The first of the above alternatives leads to manipulation of factors relating to the particular image being broadcast, which we call "program structure."[6] It is possible to conceive of program structure as an indivisible unity or as a combination of program content and program production, either of which is readily discernible from the second main area of concern, which we call "audience reaction." It includes all factors which lead to a particular reaction to whatever program structure may be offered over the air as educational television.

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[6] For a detailed outline of a series of experiments designed to test the relation between program structure and audience reaction, see:

J. R. Shepherd, T. M. Scheidel, Educational Television Project: Preliminary Report Number 3, "A Sequence of Proposed Research Designs Relating Program Structure to Resistance to ETV," The University of Oregon, September, 1961, (Mimeographed, 65 pages.)

Audience reaction, too, can be thought of as having two components--one consisting of individual evaluation and the other comprising of what might be called the "facilitating" conditions of all television viewing.

In our earlier work,[7] we found that the single most important factor which seems to affect evaluation and utilization of educational broadcasting was the level of formal education achieved by the individual. There is some question whether this is the result of the educational experience itself, or if it is a product of the kind of socio-cultural segment of society which is represented by the educated individual. To a certain extent, however, the meaning of formal education is not vital so long as we know that, by some process we do not thoroughly understand, it does produce a more favorable evaluation of educational television. The importance of this point will become clear when we are faced with the necessity of designing appeals which will alter the individual values relating to educational television.

No matter how important education is in comparison with other values in determining television viewing, each person must necessarily select programs on the basis of the values he holds. If the person is living alone, it is a simple matter for him to tune to the program of his choice. If he is part of a television viewing family, then there are a number of additional questions which he faces, apart from simply deciding what program he would most like to view. First, he must decide whether or not he should express his preferences. Silence may be a valued alternative if stating a preference leads to a family fight. Silence may be the best option if he, while preferring one program more than the others, does not really care too much and realizes that someone else is very interested in another program. He may be willing to sacrifice a matter of little importance to himself so that the others will be happy. There will be times, however, when the individual is interested in one of the program alternatives available to become aggressive (or insensitive) enough to voice a preference.

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[7] Goldstein, et al., op. cit., p. 16, Table VIII.

We will call the expression of this preference, such as we have described above, a demand. In the optimum situation, the individual's demands are, with relatively few exceptions, identical to the demands of the other members of the television family. Aside from this happy condition, one can find an almost limitless range of differences in these demands. One could also expect to find attempts in expressing these differences ranging from open and aggressive action to something as subtle as a facial expression.

It can be seen that satisfaction of a demand is best achieved when the person does not share a television set with anyone else, or shares it with those who have the same demands. Given that very few people prefer educational programs to others, it would seem reasonable to infer that conditions unfavorable to the realization of individual demands will also be unfavorable to educational television. That is, in a situation in which there is a divergence of program demands, and when only one of those is a demand for an educational program, the minority opinion will not likely be honored. Although there is much conjecture in this argument, there is also much empirical support. Our data show that the larger the family and, therefore, the greater likelihood of divergent demands, the less likely is any given individual to watch a program on the local educational station.[8] In two-person families, most often husband and wife, where the same (or at least similar) interests are more likely, the chance of a demand for the educational television program being satisfied is greater. Even when the two individuals are not so similar, the chance that the educational television program will be selected is greater when only one individual is in opposition. In larger families, the potential viewer must face the combined power of the other viewers in order to achieve the objective of seeing the preferred program. What this means is that under these conditions, the would-be viewer must be highly motivated indeed to pursue his objective. Given the low intensity of interest in KOAC-TV, this is often too potent a combination to fight unaided. Tables One and Two make abundantly clear that family size is a rough index of facilitating conditions, and one can say that the larger the family the less facilitating are conditions for promoting educational television viewing.

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[8] Goldstein, et al., op. cit., p. 26.

TABLE I[9]

NUMBER OF PEOPLE LIVING IN HOUSEHOLD - KOAC-TV
("How many people...are there living in this household?")

(Percentages across)

KOAC TYPOLOGY

NUMBER OF PEOPLE LIVING IN HOUSEHOLD	Viewers	Fans	Resisters	No Answer	Total	
					%	N
Lives alone	19%	19	60	2	100%	57
Two people	14%	24	57	5	100%	295
Three or more people	9%	25	60	6	100%	669
No Answer	-	-	-	-	-	3

TABLE II[9]

SPOUSE'S KOAC EXPERIENCE - KOAC-TV
("Does your spouse watch KOAC-TV regularly, occasionally, or almost never?")

(Percentages across)

KOAC TYPOLOGY

SPOUSE WATCHES KOAC-TV	Viewer	Fan	Resister	No Answer	Total	
					%	N
Not married	13%	22	61	4	100%	115
Regularly or occasionally	25%	41	32	3	101%	184
Almost never	7%	22	66	4	99%	644
No Answer	6%	11	63	20	100%	81

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[9] Data for these tables were obtained in our original survey, and reported in: Goldstein, et al., _op. cit._, Tables XVI and XVII. A viewer is a person who reports seeing at least one KOAC-TV program during a test week. A Fan has not seen a KOAC-TV program during the test period, but on another measure indicates a preference for that station's programming. See Goldstein, et al., _op. cit._, pp. 10-14.

BACKGROUND FOR THE EXPERIMENT

In a study of audience reaction to educational television, such as we are undertaking to outline in this report, attention can be concentrated either on the individual or upon the family in which demands for educational programs have proven to be ineffective.

In most cases so far we have used the word "family" in conjunction with a modifier and referred to the "television family." However, the term "family," in the usual context, connotes the image of mother, father, children, and in some instances, maiden aunts, grandparents or other relatives. This primary family, living together under the same roof and taking their meals at a common table, may or may not be the television family. If there is only one television receiving instrument in the home, and all members of the primary family use it, the family and television family are the same. If there is more than one set, then there are as many "television families" as there are sets. Recalling that the smaller the family the more likely we are to find favorable conditions for educational television viewing, it is an easy step in deduction to see that we could create a larger audience for educational television by simply reducing the size of the television family. Given our definition of the television family, this fortunately does not require homicide, only the placing of more sets in the household. Early in the experiment we decided that the expense of procuring a large number of sets for even a one- or two-week experimental period would be prohibitive not only to us as researchers, but even more so to the average educational television station interested in profiting from our research. Coupled with that was the fact that we already knew that the smaller television family reacts more favorably to educational television, and so the addition of the second set would only tell us that an "artifificially" small family was the equivalent of a naturally small family, a fact which now seems self-evident.

The individual, as we have said, may not prefer educational programming, or, preferring it, he may for any one of a number of reasons not express his preferences as demands. We know that preferences for educational television, in part at least, are functions of the amount of formal education the person has received. Unlike some, we are not all sure why this should be so, but have some speculations about this relationship. Among the more plausible are the following: college educated people[10] may have a greater initial familiarity with the content of most educational television programs, as the result of actual instruction via television experienced as part of their schooling. In this eventuality, both the entertainment and educational function of television may be familiar to the individual, and hence help to reduce the tension of adjusting to a new form of a traditional experience. Secondly, the educated seem more willing to accept innovations than the less educated, regardless of how closely linked that innovation is with their past experiences. Finally, the same factors which lead a given individual to strive for an advanced education need not cease after the completion of formal schooling. The drive for career enhancement, status in the community, or the relief of tension resulting from operating on incomplete knowledge may be the spurs which continue to prod after graduation, and thus eventually lead to the use of educational television.

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[10] Matriculated but not necessarily having obtained a degree(s).

Regardless of the reasons, the fact remains that education stands out as the single best predictor of preferences among television programs. Education, of course, also predicts a number of other forms of cultural or educational activities which appear to be highly related to educational television viewing. Prominent among these are concert attendance, book purchasing, library use, lecture attendance, and the purchase of classical phonograph records.[11] These are no less dependent upon educational attainment than are preferences for educational television. In pointing out the importance of this relationship, we do not mean to say that all highly educated individuals are either sympathetic to or fans of educational television. Nor are we saying that all high school graduates are hostile to it. As we have suggested before, the general cultural values held (aside from formal schooling) may also direct people toward educational television.

In the preceding paragraphs we have suggested some of the motives which might prompt the use of educational television. Of more immediate interest to this particular report are the reasons why an individual might not make use of this form of education. As basic to the design for our study, we found that at least three possibilities present themselves as explanations of non-use of educational television. First, an individual may have no preference of any kind, due simply to a lack of information. This same person may be, however, so favorably predisposed toward education in general as to want to consume it when he becomes aware that it is available on television. Secondly, he may be aware, but for a number of reasons is hostile to the idea of education in general or association with television in particular. Finally, the person may be both favorably inclined toward educational television and aware of its existence yet not take advantage of educational television due to conflict in the home for the availability of the set.

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[11] Goldstein, et al., op. cit., pp. 23-25. See also, Schramm, op. cit., pp. 29-33.

Any effort to experimentally reduce resistance must take into account at least one and hopefully each of the three possible explanations outlined above. Admitting that we cannot modify the crucial conditions of family life without the great expense of adding a second set to every household, we can nevertheless arm the individual to make his demands more effective under the conditions which prevail. Everything being equal, individual personality and belief systems should determine the effectiveness of the person in achieving his demands, but it does not seem reasonable to suggest that we attempt to change these experimentally! Although we make it clear we do not intend to engage in psychoanalytical treatment as a way of increasing the audience for educational television, we do feel that it is possible to supply the individual with arguments, debating points and the general tools of persuasion for him to use if he has the necessary personality and belief systems.

We can summarize our discussion of the background for the experiment by suggesting what the model of program selection might be. In order to articulate this idea, we must preview the steps we see as the keys to the act of turning the selector switch on the educational television receiver.

THE PROGRAM SELECTION MODEL; CONTOURS OF EXPERIMENTAL CHANGE

First, one might expect that an individual (armed with information regarding the station and its programs) might come to a decision as to which program he would most prefer to watch during the coming time period. Secondly, once he has made his selection, he must then decide whether or not to make public that preference in the form of a demand that the television family watch the program of his particular choice. The individual might hesitate to make this announcement, primarily because he values the continued good will of the family members with opposed sets of preferences. Thirdly, if the individual should make clear his preferences, and should be met with a counter demand, then some process must be evolved for selection among the divergent preferences. This final state is the one most familiar to students of politics, in that it encompasses the discipline-defining situation of one or another member of a social group wanting something that he can have only at the expense of others with differing preferences. This model of the selection process surrounding television can be illustrated as presented in Figure 1, below:

Figure 1

Preference--->Demand--->(Possible Conflict)--->Conflict Resolution = Program Selected

It can be seen that a change in the outcome could come about as a result of changes in any or all of the three steps preceding the final outcome. The experiment reported here is based on the hypothesis that although preferences may not be readily amenable to change, it might be possible to at least shift them somewhat towards KOAC-TV. The more promising direction for experimentation lies in inducing some who preferred KOAC-TV (but who had heretofore remained silent) to voice their preferences in the family group. While there was no express intent on the part of the experiments reported in this study to produce changes in the way a family resolved conflict among its members, it was realized that new demands (and probably new preferences) might produce modifications in this final step of the family television decision-making process.

DESIGN OF THE EXPERIMENT

The embargo on some forms of direct action. such as planting a second television set in a series of experimental families, or homicidal methods of reducing family size, and the impracticality of attempting to change personality, have already been stated. What is left?: the communication of information to experimental subjects with the intent of making them aware of educational television as a viewing alternative, of providing them with the tools necessary to overcome their own hesitation in making demands in the face of expected objections of others in the household, and of motivating them to prefer educational television over other alternatives.

The content of the message presented to the individual must be capable of modifying his attitudes and providing the ammunition which he will need to overcome the inhospitable viewing conditions in which he may find himself. For the moment, the message (which will serve as the experimental variable) will be kept distinct from the medium through which it was delivered, for so far as we know one does influence the other. For those who are aware of educational televisionin only a vague way, the remedy would seem to be information about the nature of the programs, the time and duration of broadcasts, and the channel on which they may be found. In addition, background information about the station, its personnel, and the aims and goals of educational broadcasting might also be of interest to the less informed. It should not be assumed, however, that the individual who is unaware is also the unbiased person. In fact, his ignorance may actually stem from an active hostility to things educational, and thus mere information would seem of minimal or negative value to this person.

The converse is also true, that an alteration in attidude alone will not necessarily be effective in and of itself. The newly interested educational television fan must know where he can find programs to suit this interest. In our particular case the local newspaper listed KOAC-TV programs, but only rarely did it describe these adequately enough for one to know what to expect. Without some detailed information, it would seem unlikely that the individual would choose an educational program of which he knew nothing over an entertainment program with which he was already familiar. It is even less likely that the individual would be able to persuade the rest of the family to go along with him in his choice of an educational program unless he could tell them why it was better than the entertainment program. Therefore, in both instances, information and persuasive appeal must be coupled, even though in one case the information is designed to inform the unaware, and in the other to aid the convert in implementing his new attitudes.

THE STIMULI

Conveniently for the research staff, KOAC-TV provided three types of information which seemed ideally suited to the planned experimental strategy. KOAC-TV distributed, on a weekly basis, a "Program Schedule" which listed by hour of each day the titles of all programs to be broadcast during the coming week. The station also sent out a weekly report of the content of selected programs from the weekly schedule. This report, appropriately called "Highlights," gave brief single paragraph resumes of outstanding programs. At the beginning of each scholastic term, corresponding to the quarterly system maintained by the Oregon State System of Higher Education, a "Bulletin" was distributed describing the programs to be broadcast that quarter, including the formal courses for which college credit was given. This latter publication usually carried stories about the television station and its personnel as well as information about the radio station, which is also operated by the State System of Higher Education. Normally, these three items (the "Program Schedule," "Highlights" and "Quarterly Bulletin") are sent to newspapers, radio and television stations throughout the state, to persons who have requested such material, and to other selected groups thought to have a special interest in educational television. Due to the relatively select mailing list, it was unlikely that more than a handful of our respondents had ever seen any one of the three pieces, let alone be among the list of regular recipients.

In selecting these as our items of information, we were, of course, forced to make use of the U. S. Mail as the method of delivery. Among the other possibilities, assuming some different forms of the message, were the telephone and personal contact. Of the former, we felt that given the large degree of resistance expected on the basis of our earlier field investigation, something much grander in scale than a few short telephone calls would be necessary for any noticeable shift in viewing patterns to take place. Of the latter, it was felt that individual differences in the staff might introduce an uncontrolled variable into our design. We also reasoned that such a method would likely be unfeasible for the typical educational television station, but that a mail campaign might not. For these reasons then, all forms of distribution except that of directly addressed mail were ruled out.

These decisions were not made without some serious misgivings. The literature on attitude change is heavily weighted with research indicating that direct changes in beliefs or values rarely take place, and then usually only when another person, serving as an opinion leader, has been in face-to-face contact with the subject.[12] On the strength of this evidence, we could not hope to make any real changes in attitude toward educational television without the use of personal contact in one form or another. We could expect, however, to have some success if we took the posture that our function was to provide information to those who were already favorably predisposed, but not yet users. This does not mean that the hardened resisters were ignored, they also received the same information. It did mean that we expected our appeals and methods to be more effective with potential viewers (or fans as they are called in Tables I and II) than with the real resister. If it proved possible to increase the actual viewing rate of the willing, then the next step could be to concentrate on the conversion of the unwilling. With the limited resources available to most educational stations for public relations, the strategy outlined here could be expected to have the greatest payoff for the amount invested.

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[12] The classic study in this area is still Lazarsfeld, P. F., Berelson, B., and Gaudet, H., The Peoples Choice, Row Peterson, New York, 1948.

CONTENT OF APPEALS

An even more difficult question than the mode of delivery was that of the content of the appeals. Educational broadcasters, in the process of stating their goals, have furnished several traditional lines of argument which could be adapted to our needs for persuasive themes. Prominent among them are the following two:

1. The Vocational Benefit Theme. This is familiar to all of us, and argues that educational television is useful to the ambitious person who wants to add to his skills. In its typical form it suggests that the man who has gone beyond high school can hold jobs requiring special training and can thus get ahead in the world. In brief, it is a statement for what is often termed "adult education."

2. The Liberal Education Theme. While somewhat similar to the first, this differs in that the argument is based on the value of knowing the full range of man's intellectual activity and accomplishments, not merely that part which is immediately useful in pursuing career success.

The first states the advantage of specialization, the second the value of breadth of knowledge. Both have in common the fact that they urge the individual to watch educational television for direct educational benefits to the indivdual. As we stated earlier, neither of these are unusual themes for the educational broadcaster to use in efforts to increase the size of his audience.

In addition to the first two noted above, there were three other themes derived from our earlier studies which we felt should be effective in stimulating the viewing of educational television.[13] These are as follows:

3. The Status Enhancement Theme. Here it is argued that most of the best and most admirable individuals watch educational television. The successful, the well educated, are educational television fans. By watching educational television the individual can associate himself with these respected people.

4. The Good for the Family Theme. This suggests that educational programs provide a type of television which all members of the family may watch with pleasure. This is in contrast to commercial television which is thought by some to feature programs of violence and sordidness, not generally felt to be appropriate for family viewing.

5. The Change of Pace Theme. The burden of this argument is that for the vast majority of people entertainment will remain the major factor in the individual's television viewing. This theme maintains that rather than a complete switch of the type suggested by implication in the other themes, the viewer should try educational television every now and then when he is bored with the fare found on commercial channels.

As is clear from the foregoing discussion, we were confident we could define at least five distinct and individual appeals which we might find effective in increasing the audience. However, for the purposes of the study at hand, we felt it wise to combine two of these and to eliminate others in order to reduce to three the number of actual appeals used in the experiment. We first combined appeals one and two, and called this the Personal Development theme, an amalgamation which represents the avowed objectives of those responsible for much of educational television and thus affords us an opportunity of assessing the comparative power of the intended goals of educational television in attracting an audience.

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[13] Meissner, Martin, "Problems in the Measurement of Educational Television Consumption. "Preliminary Report Number 4, Nov. 1, 1961, pp. 16-40. In particular, note the discussion of how respondents seemed to attempt to please the interviewer and provide "correct" answers. It is from the implied attitudes here that we derived the suggested themes. Also see Goldstein, et. al., op. cit., see all of Chapter Three, "Resister and Fans," and note particularly Page 30 "Motives for Television Viewing."

The Change of Pace theme seemed to offer the best single device for modifying the attitudes of persons previously unfavorable to educational television. It seemed hopeless to try to do more than ask the unfavorable to do anything more than to give educational television a chance (or another chance, as the case may be), and hope that once they had seen a few educational programs they would find some they might like enough to continue watching.

The third and last theme in our experiment was the Good for the Family argument. Here our belief was that this theme could serve as a tool for the educational television oriented person to get the rest of the family to go along with him.

With the thematic appeals identified, we proceeded to cast them into the form of letters, which in turn were sent to the subjects at a regular weekly interval during the ten test weeks. Copies of these, as well as of the various program bulletins and listings, are to be found in Appendix A. If the respondent was scheduled to receive letters, he got that one which had the appropriate theme for his group. Each experimental subject received a total of five letters, each of which was a variation upon a single theme, during the experiment, along with the appropriate program information previously described.

If the receipt of these materials were to have any real effect upon viewing behavior, then consideration would be necessary regarding the appropriate mailing date of them. Arrival either too early or too late might have a serious effect on our experiment, and so we determined (from the U. S. Post Office) the correct day for mailing in order to assure delivery on the Saturday preceding the Monday listing in the program bulletins. Accordingly, the first of these packets was sent out in the first week of January, 1961, and the last during the second week of March, 1961.

SELECTION OF THE SUBJECTS

The population from which the subjects for this experiment were drawn consisted of the more than 4,000 A-Bar TV Cable subscribers in the city of Eugene, Oregon. In our original study we interviewed and collected data on a group of 1,024 individuals drawn from the over 4,000 cable users.[14] At the time of this first study, another group of 300 was set aside to serve later as a control on interviewing effect, and these names provided the source of subjects for the control groups used in the present study.

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[14] See Goldstein, et al., op. cit., pp. 4-9, for a description of the sampling techniques used at Time 1. Briefly, a systematic random sample was taken from the 4,256 cable subscribers listed in numberical order by the Company billing number.

THE EXPERIMENTAL GROUPS:

Anticipating that the first interview conducted as part of our original study might serve as a "sensitizing" experiment for the respondent, and hence function as an uncontrolled variable in our present study, we separated our experimental groups into two categories--those who had been interviewed in connection with our earlier study, and those who had not. From the 300 names "set aside" at the start of our work, we randomly selected a group of 90 subjects. This number, referred to hereafter as Experimental I, was then divided into 3 cells of 30 each, the members of each cell being slated to receive one of the three appeals described in the preceding section.[15] We followed the same procedure for the selection of the second group, hereinafter referred to as Experimental II, but this selection was made from the 1024 respondents who had been interviewed at the earlier time. In this latter group, we placed 120 respondents in each of the three cells (for a total of 360) since it was desirable to have a relatively large number of subjects available for the kind of analysis we anticipated.

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[15] In order to establish what Experimental I viewed prior to the time of the second interview and before exposure to the experimental stimuli, it was necessary for us to "predict" what this would have been if we had interviewed them at the earlier time. We did this by assigning to them the "average" viewing pattern of all of our respondents in our original study. We reasoned that our samples, all drawn randomly from the same universe of the original 4,000 plus subject, would be the same. All evidence we have collected to date tesitfies to the homogeneity of the group in this respect.

THE CONTROL GROUPS

The Solomon Four-Group Design, the one used in this study, required the selection of a control group for each of the two experimental groups previously described.[16] The first of these, hereinafter referred to as Control I, consisted of 50 subjects also selected from the special group of 300 names noted earlier, and as such represented individuals who had neither been interviewed in our earlier work nor scheduled to receive the experimental stimuli. The second group, hereinafter referred to as Control II, consisted of 120 subjects, all drawn from those interviewed in the first study but not subjected to the experimental stimuli.

With the four basic groups outlined, we were thus able to check on either the influence of the "sensitizing" interview prior to the second interview, the impact of the experimental stimuli on the subjects, or a combination of these on educational television viewing.

STRATEGY OF ANALYSIS

Our previous work done in resistances to educational television suggested that attitude and use are most directly related to education and family size. Armed with this knowledge, we saw the opportunity to devise an analysis scheme which would allow us to examine our data on a multi, rather than a simple dual plane. That is, where we had the data collected in the initial interviews of our original field survey, it was possible to break down our subjects along the lines of the following social groups:

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[16] See Campbell, Donald T., "Factors Relevant to the Validity of Experiments in Social Settings," in Psychological Bulletin, Vol. 54, No. 4, July 1957, for a presentation and discussion of the Solomon Design.

1. Persons who have not attended college who live in small families;
2. Persons who have attended college who live in small families;
3. Persons who have not attended college who live in large families;
4. Persons who have attended college who live in large families.

In our analysis we made use of each of these four dimensions. It should be pointed out that these data were available for only groups Experimental II and Control II, since these represented individuals who had been interviewed in our earlier work.

INTERVIEWING PROCEDURES

The original survey, which provided us with the necessary "before" measurement of educational television viewing, was conducted during February and March of 1960. The technique used there, which is of importance in understanding the study at hand, was a lengthy interview concerning personal background, attitudes and opinions, in addition to a measure of actual television viewing. This latter measure employed the use of an aided-recall device identified as the "Viewer's Guide" which listed all of the programs broadcast by KOAC-TV and all other stations on the cable during that period. The respondent was asked to look this over, in the company of the interviewer, and note the programs watched. Each half-hour viewing checked was then counted as a viewing unit, and tabulated as such. Hereinafter in this report we will refer to this first interview as "Time 1."

Interviewing for the second wave, after the experimental exposure, was conducted in the same way, during the same two months, but one year later in 1961. In this second survey, each respondent was again asked to fill out the appropriate "Viewer's Guide" for the week preceding the interview. Again, as in "Time 1," analysis of these responses was made in terms of one-half hour viewing units. The second interview will hereinafter be identified as "Time 2."

PRESENTATION AND ANALYSIS OF THE DATA

In order to expedite the use of the tables presented in this section of the report, the reader is reminded of the differences between the various groups of subjects used in the experiment. Figure 2 below summarizes briefly the characteristics of each.

Figure 2

	Number	First Interview (Time 1)	Received Experimental Stimuli	Second Interview (Time 2)
EXPERIMENTAL I	90	No	Yes	Yes
EXPERIMENTAL II	360	Yes	Yes	Yes
CONTROL I	50	No	No	Yes
CONTROL II	120	Yes	No	Yes

The reader should also bear in mind that "Time 1" on all Tables refers to our original survey in March of 1960, and that "Time 2" to the second series of interviews done in March of 1961.

GROSS CHANGE

Let us first look at the gross changes which were produced in Experimental II as contrasted with Control II. Table III below indicates that changes did occur between Time 1 and 2, and that a larger percentage of Experimental II (24%) subjects increased their use of KOAC-TV than did those of Control II (4%).

TABLE III

NUMBER OF RESPONDENTS REPORTING CHANGE IN USE OF KOAC-TV BETWEEN TIMES 1 AND 2

Direction of change
(By number of respondents gaining [+], losing [-], or not changing [0], the number of half-hour units of KOAC-TV)

	+	0	-	N*
Experimental II	59	170	18	247
Control II	3	65	13	81

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*The N reported on the various tables will not be equal to those listed in Figure 2, page 20, due to panel mortality, as uncodable responses, failure to respond to the item, coding errors, incomplete schedules and the like which inevitably result in a decrease in the number of usable responses obtained from a given sub-group in the design.

Another dimension of the change between the groups can be seen in Table IV, below.

TABLE IV

AVERAGE NUMBER OF KOAC-TV VIEWING
UNITS USED: TIME 1 AND 2

	Time 1	Time 2	Net Change	N
EXPERIMENTAL II	0.41	0.98	+.57	247
CONTROL II	0.44	0.14	-.30	81

While none of the changes above are of great absolute magnitude, at least in terms of total viewing time, one must remember that these are averages, and that some of the individuals in each of the groups made considerable changes in their use of KOAC-TV. The noteworthy aspect of Table IV is in connection with the behavior of Control II--that these individuals who were originally interviewed, but did not receive the experimental stimuli, have decreased their viewing of KOAC-TV. Equally noteworthy is the fact that the group which did receive the experimental stimuli (Experimental II) more than doubled the average amount of KOAC-TV consumed by its members. Before commenting on this curious conjunction of facts, we should examine what changes, if any, took place in the total KOAC-TV audience size during the experiment. These data are incorporated into Table V below.

TABLE V

CHANGE IN KOAC-TV AUDIENCE SIZE, TIME 1 AND 2
(By percentage viewing one or more units weekly)

	Time	Time 2	N
EXPERIMENTAL II	13%	26%	248
CONTROL II	17%	5%	81

The data from Table V state in another way those reported in Table IV, thus they go in the same direction; i.e., that portion of the audience subjected to the stimuli doubled in the number viewing KOAC-TV at least once during the test week, but that which was not so "stimulated" decreased. The first condition was expected (or at least hoped for), but the second is surprising, and deserves further comment and analysis.

Any approach we make in attempting to analyze this seeming conundrum must be qualified by the realization that our data were collected to explain increases in viewing, and that nothing in our experimental design would have prompted us to expect a decrease in the viewing time of any of the subjects. We are in a much better position to discuss the real and obvious gains made by these audiences than to attempt to speculate on losses. We have the data for the former but not for the latter. But in spite of this, it seems clear that some possible lines of explanation can be ventured upon which may throw light on the problem.

One might reason, for example, that there is a general decline in all forms of television viewing currently in progress, and that the decrease in KOAC-TV viewing is merely a reflection of that. In order to check on this possibility, we made an analysis of the general television viewing of the respondents, with the results as presented in Table VI (using a format identical to that employed in Table IV).

TABLE VI

CHANGE IN GENERAL TELEVISION VIEWING, TIME 1 AND 2
(By number of units viewed weekly)

	Time 1	Time 2	Net Change	N
EXPERIMENTAL II	48.0	48.0	0.00	248
CONTROL II	44.0	42.6	-1.4	81

As is apparent from inspection, only educational television viewing has decreased, and there has been no consistent pattern of reduced viewing for other forms of television.

Another explanation might be that as the result of agitation by the Federal Communications Commission and other interested groups for increased "public service" type programming, commercial television began in the interim between Time 1 and Time 2 to offer more programs on their frequencies which met the needs formerly served by the educational channel. A content analysis of commercial programming during the period in question, and shifts by our sample members from one type of commercial broadcasting to another is under way and will permit us to evaluate this second possible explanation.

A third, and most disturbing thought, is that a certain portion of the potential audience for educational television will make use of the local educational station, KOAC-TV, by chance rather than choice and once they discover that the stations's programming is seen by and large to be educational, they will drop that which they were willing to acept in its unlabeled state. If, however, it is later pointed out to them that this is educational television (as we did to a slight degree with our first interview, and more forcefully with the experiment), and if they are not persuaded that this is a good thing, then they will reject what heretofore they had accepted. Perhaps the explanation is a simple as feeding pleasant-tasting medicine to the child--as long as it is euphemistically referred to as "candy" it goes down, but when it is labeled "medicine," it is refused. It was the possibility of just such a reaction among our respondents which lead us to use the "Change of Pace" theme.

Extending our speculation even further, a final guess might possibly be that viewers, as they see more and more television over longer periods of time, tend to become more critically evaluative of what they see. Hence, if one accepts the idea that quality of production is equatable with money, we might suggest that perhaps educational television production, notoriously short on funds, may be less satisfying to the viewer than is commercial television, and so he watches educational television less and less.

Many of the reasons for the curious finding that those respondents in Control II decreased their use of KOAC-TV remain speculative. We did not collect data to determine why people watched less at Time 1 than at Time 2, and, therefore, we cannot safely generalize about this. On the other hand, there is no question that we succeeded in increasing use of KOAC-TV by the experimental simuli, and that this gain, as large as it is, looms even larger when it is realized that without the stimuli, losses in this group might have been as large as those reported by Control II.

RELATIVE EFFECTIVENESS OF EACH THEME

The reader will recall that we isolated three themes which we felt might be effective as persuasive experimental stimuli. These were as follows:

a. Good for the FAMILY
b. CHANGE of Pace
c. Personal DEVELOPMENT

One of the questions in our design was if one of the appeals is more effective than the other. Making use of Experimental II, the largest of the groups available to us, we conducted an analysis which is reported in Table VII.

TABLE VII

AVERAGE CHANGE IN NUMBER OF KOAC-TV VIEWING UNITS BY THEME, EXPERIMENTAL II

Theme	Net Change* Time 1 to Time 2	N
Good for the Family	+0.70	84
Change of Pace	+0.42	83
Personal Development	+0.58	80

*This figure was arrived at in the same way as the net change figure in Table IV; that is, by subtracting the Time 1 average from the Time 2 average.

The above table suggests that there were relative differences between the effectiveness of one theme over the other. Again, all of these changes are represented in averages, and hence differences between them will appear to be relatively small.

RELATIONSHIP OF FAMILY SIZE AND EDUCATION TO CHANGE

In the introductory part of this report, under the heading "Background for the Experiment" (Page 9 ff), we outlined our interest and concern with two important characteristics of our sample--education and family size. At this point our question is how these important variables relate to the experimental stimuli under study. We got at this by dividing Experimental II into appropriate categories according to family size and education, then comparing each of them on the basis of themes received. This analysis is presented in Table VIII.

TABLE VIII

AVERAGE CHANGE IN NUMBER OF KOAC-TV VIEWING UNITS
BY EDUCATION AND FAMILY SIZE, EXPERIMENTAL II

	SMALL FAMILY		LARGE FAMILY	
	NO COLLEGE	SOME COLLEGE	NO COLLEGE	SOME COLLEGE
FAMILY	+0.68(19)*	+1.80(20)	-0.15(20)	+0.52(25)
CHANGE	+1.25(24)	+0.05(21)	+0.53(17)	-0.24(21)
DEVELOPMENT	0.00(22)	+2.06(16)	+0.38(21)	+0.23(22)

*The number in parenthesis is the number of people in each group.

We can see that the Family Theme was much more effective among the more educated, regardless of family size, and even more effective in small families than in large. Regardless of family size, the Change Theme appealed only to the non-college educated, although there was a greater impact in smaller families than in larger ones. The Development Theme had an effect on the college educated, but only on those living in small families. The argument that the "whole family can gain" may be used by the college educated in their struggle to watch educational television in all families, but it is more likely to meet with success in the smaller family. On the other hand, the "change of pace" idea is used by the less educated in all families, again with more success in the smaller one. The idea of urging viewers to make use of KOAC-TV as a way of improving their personal status quite naturally becomes most effective when it is easiest to implement, i.e., when the individual to whom this appeal is made either lives alone or in a small family.

If one disregards for the moment the question of the effectiveness of the themes, and simply concerns himself with change in relation to family size and education, the importance of these factors becomes clearer. They are illustrated in Tables IX and X.

TABLE IX

AVAERAGE CHANGE IN NUMBER OF KOAC-TV VIEWING UNITS BY FAMILY SIZE, EXPERIMENTAL II

Family Size	Amount of Change	N
Small Family (1 or 2 individuals)	+0.93	121
Large Family (3 or more individuals)	+0.21	126

TABLE X

AVERAGE CHANGE IN NUMBER OF KOAC-TV VIEWING UNITS BY EDUCATION, EXPERIMENTAL II

Education	Amount of Change	N
No College	+0.47	(121)
Some College (1 year or more)	+0.66	(125)

As a final step in our analysis of these various factors, we conducted an analysis of variance from the data presented above. The results of this procedure are presented in Table XI.

TABLE XI

INTER-RELATIONSHIP OF FAMILY SIZE AND EDUCATION WITH THREE DIFFERENT THEMES

NATURE OF EFFECT	SOURCE	SUM OF SQUARES	DEGREES OF FREEDOM	VARIANCE ESTIMATE	VARIANCE RATIO
MAIN FACTORS	THEME	3.3	2	1.6	-
	FAMILY SIZE	32.0	1	32.0	5.92
	EDUCATION	2.4	1	2.4	-
INTERACTION BETWEEN PAIRS OF FACTORS	EDUCATION X FAMILY SIZE	7.0	1	7.0	-
	EDUCATION X THEME	47.9	2	23.9	4.43
	FAMILY SIZE X THEME	4.2	2	2.1	-
INTERACTION OF ALL FACTORS	FAMILY SIZE X EDUCATION X THEME	16.8	2	8.4	-
	RESIDUAL	1257.1	236	5.3	
	TOTAL	1370.7	246		

$P[F1,238 = 5.92] < .05$
$P[F2,238 = 4.43] < .05$

The above analysis makes clear the relationship and interaction between education, family size and the themes used as experimental stimuli. The conventional F test was applied to the variance (as noted at the bottom of the table) and it was found that the interaction between education and themes did not take place through chance alone, that the family size was the only factor shown to have a statistically significant independent effect.

EFFECT OF TIME 1 INTERVIEW ON CHANGE IN VIEWING

Early in this report we conjectured about the effect of "sensitizing" interviews upon the respondents who were interviewed at Time 1. We reasoned that those who received the experimental stimuli (but who were not observed at Time 1) would have a lower average KOAC-TV viewing unit score at the time of the second interview than did the group "alerted" to KOAC-TV as a result of the prior interview. Our analysis, presented in Table XII, indicates clearly that our concern over what might have been an uncontrolled variable was justified.

TABLE XII

RELATIVE EFFECT OF "SENSITIZING" INTERVIEW UPON NUMBER OF KOAC-TV VIEWING UNITS USED

	Time 1	Time 2	Net Change	N
EXPERIMENTAL II	0.41	9.98	+0.57	247
EXPERIMENTAL I	-	0.30	-	63

It is clear that interaction of the experiment and the interview played a large part in producing the gross changes we found. Those who received the experimental simuli, but who were not interviewed at Time 1 (Experimental), had less than one-third the average KOAC-TV score at Time 2 of those interviewed prior to the experiment.

The importance and magnitude of this "sensitizing" effect is somewhat modified when one looks at Table XIII.

TABLE XIII

RELATIVE EFFECT OF "SENSITIZING" INTERVIEW UPON NUMBER OF KOAC-TV VIEWING UNITS USED

	Time 1	Time 2	Net Change	N
CONTROL II	0.44	0.14	-0.30	81
CONTROL I	-	0.14	-	34

In the above table we find that in fact, the effect of the first interview, without the subsequent stimuli, is nonexistent. Those who were interviewed, but not subject to our appeals (Control II), decreased their viewing of KOAC-TV; those who were neither interviewed nor stimulated report the same decrease in viewing score.

A comparison of Tables XII and XIII would seemto suggest that the most effective procedure for the interested educational television broadcaster to promote his offerings would be to first conduct extensive interviews and then follow up with some sort of mailed appeals. Although our data indicate the efficacy of this approach, it semms to be an unrealistic request and somewhat unlikely to be used. Looking at what is apt to be the situation we wondered what might happen when the viewer is simply exposed to the simuli, and not interviewed at all. In order to consider this possibility we compared two of our groups, neither of which had been interviewed at Time 1, but one of which had received the stimuli (Experimental I). The results of this analysis are reported in Table XIV.

TABLE XIV

AVERAGE CHANGE IN NUMBER OF KOAC-TV VIEWING UNITS, EXPERIMENT I COMPARED TO CONTROL I

	Amount of Change	N
EXPERIMENTAL I	-0.11	63
CONTROL I	-0.27*	34

*The Time 1 average number of KOAC-TV units in use for this group which was not interviewed at that time was taken to be the average units used by all those who were selected by the same sampling procedures to be interviewed at Time 1. This Time 1 average was 0.41 units, which when subtracted from the Time 2 average for the group(0.14) results in a net change of -0.27.

It can be seen that while both groups decreased their total viewing, the decrease was much less in the case of the group which received the stimuli.

If one examines the data for the amount of change for the two groups which did not receive the experimental stimuli (Control II and Control I) and interesting observation can be made. From Table XIII we find that Control II had a -0.30 net change, while Control I in Table XIV had a had a similar change of -0.27. Here it seems clear that the Time 1 interview made things worse; not much, but enough to make it possible to say the negative change is less among the non-interviewed than among those interviewed. Again, we can only conjecture as to what might cause this, and perhaps the best explanation is that the original interview somehow alienated the respondent. When that person got the special attention of the experimental stimuli, then he rejoined the KOAC-TV fold, and the loss from the first interview was more than made up.

In summery, we can see that regardless of whether or not the person was interviewed at Time 1 and thus attuned to information about KOAC-TV, the experiment had an effect. This effect was much larger where there had been an interview prior to the receipt of the experimental stimuli. Although this effect was smaller without the first interview it was quite important in consideration of the drastic drop in viewing that took place in the absence of both interview and experiment.

CHANGES IN ATTITUDES TOWARD KOAC-TV

Up to this point in our report we have concerned ourselves with a consideration of how the subjects actually changed their behavior due to the experimental stimuli. As interesting as these overt changes may be, one is naturally curious about the changes in attitudes which these people may have undergone. As part of the interview schedules used, we included three semantic differential items[17] as measures of the respondent's attitude toward KOAC-TV.

A glance at Table XV leaves no doubt that there was a radical shift in preference among the sample in favor of KOAC-TV, going from 37% who placed a high evaluation on the station at Time 1 to 60% who made this same evaluation at Time 2.

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[17] Mertz, Robert J., "The Impact of Newspaper Notice on Educational Television Behavior", Preliminary Report Number 6, June 20, 1962, pp. 34 ff, for a detailed description of the measures and how they have been used.

TABLE XV

CHANGE IN PROPORTION EVALUATING KOAC-TV HIGHLY

	Time One	Time Two	N
EXPERIMENTAL II	38%	62%	248
EXPERIMENTAL I	36%	54%	81
CONTROL II	-	59%	63
CONTROL I	-	59%	34

As can be seen by inspection of Table XV, all groups seem to have gained in positive evaluation of the station. What is remarkable here is the fact that the rate of positive evaluation is identical for each of the four groups. One would have expected that the evaluation would have been higher among those who had been subjected to the experimental stimuli, but such is not the case. When one reviews the data presented in Tables IV and V this curious increase in positive evaluation is even more troublesome, since it does not seem consistent with the observed decrease in actual use of KOAC-TV by some of the subjects. In short, what would have been expected was an increase in positive evaluation and use by those exposed to the experiment and either the same or decreased positive evaluation and use by those not subjected to the stimuli. As we pointed out earlier in this report when we discussed the gross changes observed (pp. 26 ff) our data is somewhat limited in explaining what appears to be a conundrum, and we can only speculate on what is operating here.

We can hypothesize that the difference in KOAC-TV consumption at Time 2 between the experimental and control groups may be attributed to the efficacy of the experiment in inducing the recipéent of the stimuli to make demands for KOAC-TV programs, whereas the control group members, even though they were more favorable to KOAC-TV than ever, were still making no more demands than they had at the pre-experimental stage. In order to examine this hypothesis we made an analysis of Experimental II and Control II in terms of their use of KOAC-TV in relation to the evaluation they placed on KOAC-TV. These data are presented in Table XVI, page 41.

It can be seen that the experiment had its most profound effect in stimulating the behavior of those already possessing a sympathetic view of KOAC-TV. Inspection of column 5, headed "Change T_2 Proportion Viewing At Least One Unit of KOAC-TV" indicates that our suggested hypothesis may be sound. It can be seen that the rate of viewing among low evaluators has gone up only one per cent for the members of Experimental II, a change so small for the number involved that it is insignificant. The change in rates of viewing among the medium evaluating group is also slight: 5 per cent up at T_2. The rate of change is at its greatest for the high evaluators, reaching a fifteen per cent increase. Again in keeping with the suggested hypothesis, we observe that an expected and corresponding decrease in the rate of viewing is to be found for those not subjected to the experimental stimuli.

TABLE XVI

PROPORTION OF EACH EVALUATION CATEGORY WHO HAVE VIEWED AT LEAST ONE UNIT OF KOAC-TV DURING WEEK PRECEDING INTERVIEW ALONG WITH AVERAGE NUMBER OF KOAC-TV UNITS PER KOAC-TV VIEWER IN THE CATEGORY.

EVALUATION CATEGORY	Time 1		Time 2		Change $T_2 - T_1$	
	Proportion viewing at least one unit of KOAC-TV	Average No. of units per KOAC-TV viewer	Proportion viewing at least one unit of KOAC-TV	Ave no. of units per KOAC-TV viewer	Proportion viewing at least one unit of KOAC-TV	Average No. of units per KOAC-TV viewer
EXPERIMENTAL II (N = 248)						
Low	1/15=7%	*	1/12=8%	*	+ 1%	*
Middle	14/139=10%	2.9	12/82=15%	2.3	+5%	-0.6
High	17/94=18%	3.5	51/153=33%	4.0	+15%	+0.5
CONTROL II (N = 81)						
Low	0/5+-	*	0/3=-	*	*	*
Middle	6/47=13%	3.2	1/34=3%	*	-10%	*
High	8/29=28%	2.1	3/34=7%	3.3	-21%	+1.2

In summary, we can say that the rate of viewing, although not attitudes, fluctuates in tune to an informational and inculcating campaign. By way of conclusion to our discussion of attitudes and how these differ from practice, we would like to suggest that educational television broadcasters may need to make a distinction between those who pay lip service to educational television and those who actually view it.

CONCLUSION

In this study we subjected various experimental and control groups of television cable users to selected forms of mailed stimuli, including several forms of program information sources, plus a series of personal letters urging the viewer to make use of educational television for one of three specific reasons.

The analysis of our data reveals a distressing and somewhat baffling general decrease in the use of Station KOAC-TV between our surveys of 1960 when compared with those done in 1961 as part of the study at hand. While it would appear that our experimental stimuli "held the line" and those subjects so treated increased their use of KOAC-TV, the others show some degree of decrease in the use of that station. Limitations of our data prevent us from drawing hard and fast conclusions regarding this fact; we can only say at this time that the decreases observed make the increases we achieved loom even larger.

We further find that the promotion of educational television viewing, regardless of the thematic appeals used, varies in direct proportion to the size of the "television family" involved. In short, the more competition there is for the set, the less likely it is that any given appeal will be effective in promoting viewing of educational television.

As part of the preceding finding our data suggest that certain themes are more effective than others, particularly in relation to education. Among the more highly educated (those with at least some college experience) we find that the "Good for the Family" and the "Personal Development" themes are more effective than the "Time for a Change" theme which appears to be better suited to the "non-college" person in our sample.

Simply alerting potential viewers of educational television (by means of an interview in our case) does not appear to be an effective way of promoting use. In fact, we find that unless the person so notified of educational television receives additional information, he might well "drop from the fold" and decrease his educational television consumption.

In part, the work reported here tends to verify the old adage that "there is many a slip 'twixt cup and lip!" We find that in spite of the general decrease in the use of KOAC-TV among our respondents, there is a contradictory rise in the evaluation which is placed on the station. Our control and experimental groups all show a consistent upward evaluation, regardless of what we did or did not do to them.

Finally, our data would suggest that educational broadcasters who want to boost their audience rating would be well advised to send out information about their programs along with some understandable reasons for watching. If they know something about the people in their community they would do well to concentrate on those living in small families, for this will give the highest yield per dollar spent. With a little more information, they can send the appropriate theme to the most suitable educational group. If they do not have enough information about their constitutent to make this decision, then the "Family" and "Change" themes would seem to have the widest appeal.

Fascinating as the above conclusions are, they only begin to touch the surface of the many questions we might explore through our experiment. We could go deeper into the interaction of attitude and action, testing to see if the propaganda had the same effect on attitude regardless of family size, and if the difficulty of persuading others in a large family was the factor which prevented the favorably disposed from watching as much KOAC-TV as they would have liked to do. We could look into the distribution of the propaganda within the household to see what effect, if any, a wide circulation had, as opposed to the home in which only the respondent read or saw the material. Many other questions of this order remain to be answered, and it is hoped they will become matters of concern for scholars involved in research in educational television in particular, and communications theory in general.

APPENDIX

1. Sample Highlights Page

KOAC-TV HIGHLIGHTS FOR THE WEEK OF JANUARY 30 THROUGH FEBRUARY 3, 1961 (Continued)

ON THE MAT — TUESDAY, 5:30 p.m.

Host Dale Thomas discusses rules for International Freestyle and Greco-Roman wrestling and demonstrates techniques for each style.

SING HI-SING IO — TUESDAY, 5:45 p.m.

Bash Kennett takes us aboard a fireboat to view a demonstration of how it pumps water to protect harbors and ships. Songs include "I Grieve My Lord," "Good bye, My Lover, Good bye."

FAMILY CASTLE — TUESDAY, 7:00 p.m.

Representatives of the Women's Department of Physical Education of Oregon State College demonstrate with typical household equipment, slenderizing exercises which can be incorporated with household chores.

HEADLINE REACTION — TUESDAY, 8:30 p.m.

Three Salem residents are guest panelists tonight. Participants will include the Reverend David D. Rose, pastor, First Congregational Church; Edgar Brown, insurance executive; and Raymond E. Burleigh, teaching principal, Middle Grove School. Guests on this program react to current news from headlines introduced by moderator Bob Hinz. Guests are selected from different professions to stimulate variety in reactions.

2. Sample Program Schedule Page

KOAC-TV SCHEDULE FOR THE WEEK OF JANUARY 30 THROUGH FEBRUARY 3, 1961

MONDAY, JANUARY 30

9:00 19th CENTURY POETS - Telecourse - (UO-GED)
10:00 GENERAL BIOLOGY - Telecourse - (OSC-GED)
11:00 FUNDAMENTALS OF ACCOUNTING - (UO-GED)

5:30 DANNY DEE - Children - (NET) - "Pancake the Indispensible."
6:00 NEXT SESSION - Panel - (OSC-GED) - Discussion of the findings and Recommendations of the Interim Committee on Natural Resources.
6:30 GAME COMMISSION BULLETIN - Report - (OSC-GED) - Ron Shay reports Game Commission News.
6:45 HISTORY OF WESTERN CIVILIZATION - Telecourse - (OSC-GED)
7:30 AMERICAN LITERATURE - Telecourse - (OSC-GED)
8:00 GREAT DECISIONS - DEBUT - (NET) - Preliminary program for 1961 foreign affairs forum.
8:30 EXTENSION SEVEN - Farm - (NET) - Winter work of Oregon orchardists.
9:00 TABERNACLE ORGAN - Music - (NET) - Alexander Schreiner; Romantic Composers.
9:30 SIGN OFF

TUESDAY, JANUARY 31

9:00 DESCRIPTIVE METEOROLOGY - Telecourse - (OSC-GED)
10:00 RYTHMS FOR GRADE FIVE - Dance - (SA-UO-GED) - Folk dance rhythms.
10:15 OUR AMERICAN NEIGHBORS - Latin America - (SA-OSC-GED)-Interview with Latim American Students.
10:30 WITH HER OWN WINGS - History - (SA-OSC-GED) - Oregon or Bust.
10:45 PARLONS FRANCAIS - Language - (SA-NET) - French for elementary grades.
11:00 GENERAL HYGIENE - Telecourse - (OSC-GED) - "Exercise, Fatigue, and Rest."
5:30 ON THE MAT - Wrestling - (OSC-GED) - Dale Thomas; wrestling rules and techniques.
5:45 SING HI-SING LO - Children - (NET) - "Fireboat"
6:00 FIRST SESSION - Panel - (OSC-GED) - Legislative Interim Committee on
6:30 FIRST YEAR FRENCH - Telecourse - (UO-GED)re.
7:00 FAMILY CASTLE - Family - (OSC-GED) - Slenderizing with housework.
7:30 ELEMENTARY ETHICS - Telecourse - (UO-GED)
8:15 PARLONS FRANCAIS - (NET) - France and French for the family.
8:30 HEADLINE REACTION - Panel - (OSC-GED) - Three Salem residents react to headlines.
9:00 MUSICIANS NOTEBOOK - Music - (UO-GED) - Dr. Cykler; brass instruments.
9:30 SIGN OFF

3. Sample Quarterly Bulletin

TURN TO NEXT PAGE

4. Sample Theme: "Family,"
Week #1

January 13, 1961

Dear Viewer:

We here at KOAC-TV are especially aware of the increased time given TV by the average viewer. The three national networks plus the special programming of KOAC-TV provide a rich variety of programs.

This very variety often serves to defeat one of television's richest opportunities for the family. The opportunity for the family to learn and grow together through viewing and discussing educational material presented on KOAC-TV.

This is one opportunity which parents have to help their children learn, both by advice and by example. A wise course of action would be to find a program series that interested the family and then plan to watch each time. We feel that you will enjoy the programs now. We know that you will look back on them as an invaluable experience.

Remember KOAC-TV broadcasts Monday through Friday from 9 to noon and from 5 to 9 on cable 5. We invite your inspection of the enclosed program schedule and highlights. We hope that you will be seeing us -- soon.

Sincerely yours,

John R. Shepherd
Coordinator, KOAC-TV,
University Campus

JRS:gq 1

5. Sample Theme: "Change of Pace"
Week #1

January 13, 1961

Dear Viewer:

We here at KOAC-TV are especially aware of the increased time given TV by the average viewer. The three national networks plus the special programming on KOAC-TV provide a rich variety of programs.

Most of your viewing time is probably spent on programs for entertainment. We would like to suggest, however, that an occasional glance at cable 5 might add some spice to your viewing schedule. Of course, KOAC-TV is not entertaining in the same way a western or a mystery show is, but you might find its serious programming an exciting challenge.

We hasten to say that we don't suggest a steady diet of KOAC-TV. We do, however, think that you would reward yourself with a pleasant change of pace by tuning us in occasionally. And most important, find a program that interests you.

Remember KOAC-TV broadcasts Monday through Friday from 9 to noon and from 5 to 9 on cable 5. We invite your inspection of the enclosed program schedule and highlights and hope that you will be seeing us -- soon.

Sincerely yours,

John R. Shepherd
Coordinator, KOAC-TV,
University campus

JRS:gq 2

6. Sample Theme: "Personal Development"
Week #1

January 13, 1961

Dear Viewer:

We here at KOAC-TV are especially aware of the increased time given by the average viewer to TV. The three national networks plus the special programming on KOAC-TV provides a rich variety of programs.

We know that people are curious and have a desire to learn that is often left unsatisfied by most of the programs on the air today. Our purpose is to provide a source of serious material for the viewer anxious to know a little more about the world and about himself.

Select programs from our schedule that look interesting to you. Sample them. Follow the ones that stimulate your curiosity.

Remember KOAC-TV broadcasts Monday through Friday from 9 to noon and from 5 to 9 on cable 5. We invite your inspection of the enclosed program schedule and highlights. We hope that you will be seeing us -- soon.

Sincerely yours,

John R. Shepherd
Coordinator, KOAC-TV
University Campus

JRS:gq

Oregon's Air Campus

KOAC-AM
KOAC-TV
KOAP-TV

SPRING
1961

EXTENSION
BULLETIN

A TYPICAL WEEK OF PROGRAMS ON KOAC-TV (7) KOAP-TV (10)

SPRING 1961

MONDAY

MORNING

9:00 19th Century Poets
10:00 General Biology
11:00 Fundamentals of Accounting

EVENING

5:30 Adventures of Danny Dee
6:00 Contrails
6:30 Spring Sports
6:45 History of Western Civilization
7:30 Survey of American Literature
8:00 Briefing Session
8:30 Extension Seven
9:00 Ragtime Era
Casals: Master Class
9:30 Sign Off

TUESDAY

MORNING

9:00 Descriptive Meteorology
10:00 Singing Time for Grade 2
10:15 Wonders of the Pacific Northwest
10:45 Parlons Francais
11:00 General Hygiene

EVENING

5:30 Adventures of Danny Dee
6:00 Buckskin Bob
6:30 First Year French
7:00 The Family Castle
7:30 Elementary Logic
8:15 Parlons Francais
8:30 Headline Reaction
9:00 Musician's Notebook
9:30 Sign Off

WEDNESDAY

MORNING

9:00 19th Century Poets
10:00 General Biology
11:00 Fundamentals of Accounting

EVENING

5:30 Adventures of Danny Dee
6:00 Film Topics
6:30 School World
6:45 History of Western Civilization
7:30 Survey of American Literature
8:00 Beginnings
Main Street
Layman's Guide to Modern Art
8:30 Beyond the Teens
9:00 Virus
Two for Physics
9:30 Sign Off

THURSDAY

MORNING

9:00 Descriptive Meteorology
10:00 Singing Time for Grade 2
10:15 Our American Neighbors
10:45 Parlons Francais
11:00 General Hygiene

EVENING

5:30 Adventures of Danny Dee
6:00 Buckskin Bob
6:30 First Year French
7:00 American Perspective
7:30 Elementary Logic
8:15 Parlons Francais
8:30 College Conversation
Research Report
9:00 Dimensions in Art
9:30 Sign Off

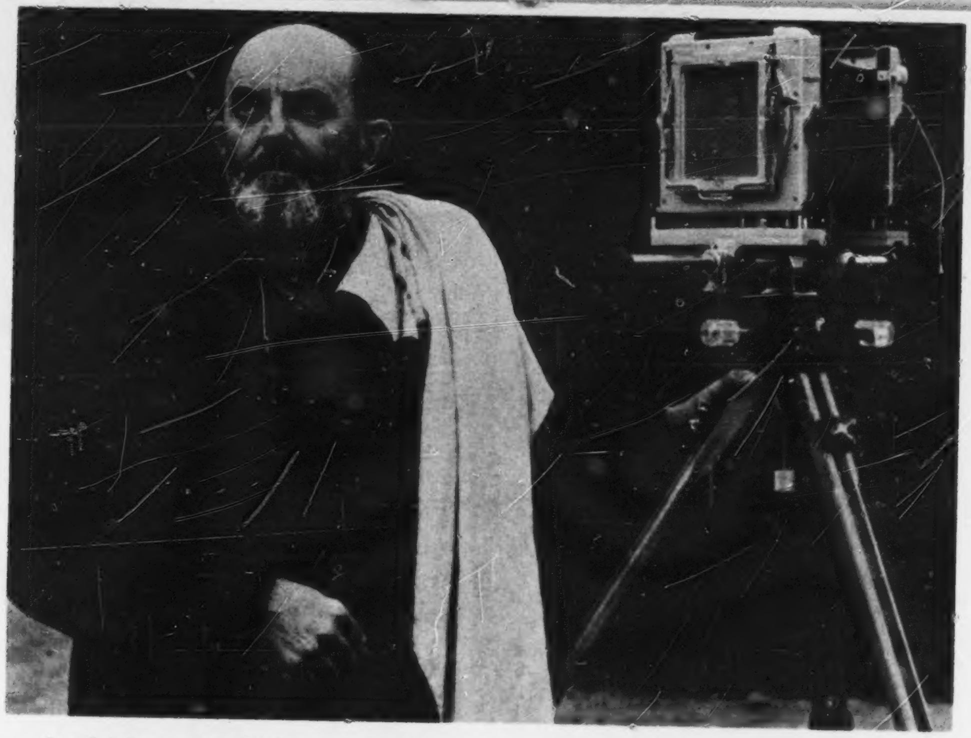
FRIDAY

MORNING

9:00 19th Century Poets
10:00 General Biology
11:00 Fundamentals of Accounting

EVENING

5:30 Adventures of Danny Dee
6:00 French for Teachers
6:30 And on This Farm
6:45 Game Commission
7:00 45 Years with Fitzpatrick
7:30 Survey of American Literature
8:00 Photography—The Incisive Art
Heritage
8:30 Dateline Statehouse
8:45 Social Security
9:00 Red Myth
9:30 Special Programs



Ansel Adams poses by his camera at his favorite photographic haunt, Yosemite National Park in northern California. The famed photographer is the host of "Photography: The Incisive Art," a new five-part National Television series. He discusses photographic points of view, techniques, professional photography and photography as an art. "Photography: The Incisive Art" can be seen on Channels 10 and 7, Fridays at 8:00 p.m.

PROGRAM NOTES

Educational TV— Channel 7 Channel 10

Times listed below are subject to change. Please consult schedules in your local newspapers or TV program publications for current information.

Local Programs

Spring Sports—*Mondays, 6:30 p.m.*

These programs presented by the men's department of physical education, Oregon State University, provide information and demonstration of playing techniques for popular spring season sports.

Extension Seven—*Mondays, 8:30 p.m.*

These weekly programs deal with different aspects of Oregon's rural economy and activities of farm organizations. Host Bill Smith, KOAC farm program director, has county extension agents, members of college agriculture departments and other agricultural specialists as his guests. Film clips of various western Oregon farm operations are frequently used for illustration.

Family Castle—*Tuesdays, 7:00 p.m.*

Handicrafts, recreational activities and other projects of interest to various members of the family are featured in these programs. Hostess Shirley Howard is joined by guest specialists in each program.

Headline Reaction—*Tuesdays, 8:30 p.m.*

Guest panelists from diverse academic, professional, and business fields give their reactions to current news from selected headlines. Participants are chosen from communities in the Channel 10 and Channel 7 viewing areas. Program moderator is Bob Hinz.

Musician's Notebook—*Tuesdays, 9:00 p.m.*

Emphasis in these programs is on the instruments of the orchestra. Dr. Edmund Cykler of the University of Oregon school of music is host. Other members of the University music faculty assist with explanation and demonstrations of the various instruments.

The School World—*Wednesdays, 6:30 p.m.*

Purpose of these programs is to provide parents and the adult public as a whole with a better understanding of problems and objectives of Oregon schools and with teaching techniques and teaching aids available in the classrooms. C. E. Naugle, an Albany high school teacher, is host.

Beyond the Teens—*Wednesdays, 8:30 p.m.*

Francis Nickerson, executive secretary of the State System of Higher Education high school-college relations committee, is host for these programs dealing with post-high school education. Individual programs will cover such subjects as preparation for further training after high school, choice of kind of training or school, financing post-high school education, breadth of opportunities for the person who doesn't have a college education.

College Conversations—*Every other Thursday, 8:30 p.m.*

Forums, discussion groups and panels probe a wide range of topics in these programs presented by the radio and television committee of the Oregon State University school of humanities and social sciences. Robert L. Phillips, OSU department of speech, is host.

Research Report—*Every other Thursday, 8:30 p.m.*

Host-producer Roger R. Reynolds introduces viewers to research projects in progress at Oregon's colleges. Faculty specialists and others involved in the various projects participate in the programs.

Dimensions in Art—*Thursdays, 9:00 p.m.*

Jack Wilkinson, associate professor of art at the University of Oregon, is joined by different groups of University faculty members for discussions of works of art. The resulting interchange of ideas and attitudes gives fresh insights into the ways these works may be viewed.

And on This Farm—*Fridays, 6:30 p.m.*

KOAC farm program director Bill Smith and Ron Shay of the Oregon State Game Commission alternate as hosts on these programs to introduce youngsters to animals to be found on the farm and woodlot. Live animals, from burros to bobcats, and fish and fowl, star in individual programs.

Game Commission Bulletin—*Fridays, 6:45 p.m.*

Ron Shay presents information about game commission activities and hunting and fishing news.

Dr. Herbert E. Childs at the KOAC-TV microphone and camera during one of his very popular telecourse lectures on "The Survey of American Literature." Seen Monday, Wednesday and Friday nights at 7:30 on the Oregon Educational Television Network.

Dateline Statehouse—*Fridays, 8:30 p.m.*

The capitol reporter for the Oregon Educational Television Network, Bob Richter, presents legislative news and interviews.

Social Security—*Fridays, 8:45 p.m.*

Scripts written by John MacDonald of KOAC in cooperation with the federal social security district office in Salem strive to inform viewers of the need for knowledge about social security, the individuality of cases handled by social security officials, the proper steps to be taken in applying for social security, and who is eligible. Dramatic scenes will introduce each program. These will be followed by typical interviews between applicants and interviewers.

Network Programs

Adventures of Danny Dee—*Monday through Friday, 5:30 p.m.*

Danny and Debbie Dee, Filbert the Dinosaur, and Pancake the Magician, delightful characters drawn by Roy Doty, are featured in these serialized adventures for children. Youngsters are invited to create their own cartoons from the "Shapes for Imagination" introduced by Mr. Doty in each program.

Shown explaining modern art carefully during a new four-part television series, "Layman's Guide to Modern Art," is Bartlett H. Hayes, Jr. An author and lecturer, Mr. Hayes is the director of the Addison Gallery of American Art. "Layman's Guide to Modern Art," being shown on the National Educational Television network, can be seen here on Channels 10 and 7, Wednesdays at 8:00 p.m., beginning May 18.

Dr. J. N. Patterson Hume, associate professor of physics at the University of Toronto, and one of the hosts on "Two for Physics," broadcast on channels 7 and 10 at 9:00 p.m., on Wednesdays, beginning May 10.

Contrails—*Mondays, 6:00 p.m.*

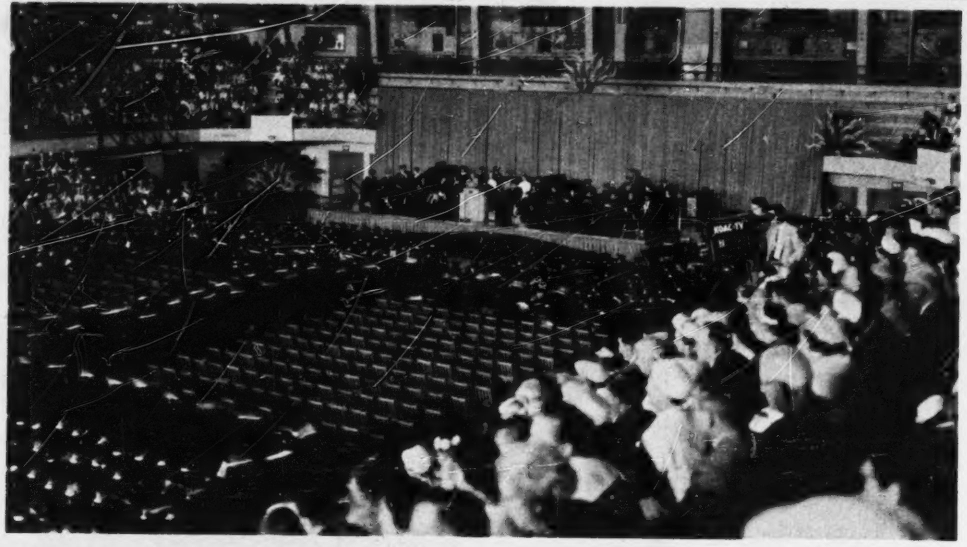
The men and machines of the modern U.S. Air Force are seen in action in these programs. Air Force lieutenant colonel Joel Parkes is host.

Briefing Session—*Mondays, 8:00 p. m., beginning April 3*

Guest panelists on these programs explore critical national and international issues. Experts representing different viewpoints are selected for the panels. The discussion is preceded by background information supplied by the briefing officer John MacVane. Veteran news analyst Edward P. Morgan is moderator.

Ragtime Era—*Mondays, 9:00 p.m.*

A happy wedding of education and outstanding entertainment, this series deals with the tearful and touching, raggy and jazzy music of the period from 1890 to 1920. Enlightening information about the times touched upon is tossed in along with



KOAC's special event department takes its camera into the Coliseum at Oregon State University for the annual commencement program. The 1961 Baccalaureate and graduation exercises are scheduled for Sunday and Monday, June 4 and 5.

the music played and sung by ragtime genius Max Morath.

Casals Master Class—*Mondays, 9:00 p.m., beginning May 8*

In this unique series we see carefully selected students of the world-famous cellist Pablo Casals performing under the tutelage of this master musician.

Buckskin Bob—*Tuesdays, 6:00 p.m.*

In these programs Buckskin Bob, a cartoon character, uses his hip-pocket history book as a time-machine to take his sister Annie through the pages of time. Youngsters can absorb many historical facts while viewing their exciting adventures.

Beginnings—*Wednesdays, 8:00 p.m.*

Famous peolpe tell how they became interested in their chosen careers and relate highlights of those careers.

Main Street—*Wednesdays, 8:00 p.m., starting April 12*

Five affiliates of National Educational Television present the programs which were judged best of the entries submitted in the center's "Main Street" project. KOAC-TV's prize-winning *Waters Divided* will be seen in this series. Other programs are WYES-TV's *New Orleans Jambalaya;* KETA-TV's *From Tepees to Towers; The Sacramento River,* KVIE, Sacramento's entry; and *Main Street—Boston,* from WGBH-TV.

Layman's Guide to Modern Art—*Wednesdays, 8:00 p.m., beginning May 17*

Bartlett H. Hayes, Jr., as host for this series guides viewers through the frequently confusing lines and shapes which constitute the art forms identified as "modern". He illustrates his talks on art with works from the Addison Gallery of American Art at Phillips Academy, Andover, Massachusetts, where he teaches art history.

Virus—*Wednesdays, 9:00 p.m.*

From KQED in San Francisco and the virus laboratory of the University of California comes this series on the nature of the virus. The series is designed to explain some of the basic facts about viruses and draws on advanced scientific techniques and the new findings made possible by them.

Two for Physics—*Wednesdays, 9:00 p.m., beginning May 10*

A clear but non-technical introduction to modern physics is presented by Dr. J. N. P. Hume and Dr. Donald G. Ivey.

American Perspective—*Thursdays, 7:00 p.m.*

Graham C. Wilson presents a lively and at times controversial discussion of some of the problems with which American literature has tried to deal. Among these are our relations with foreign countries, our definition of the American hero. Each of the programs centers around one or two important works of literature.

45 Years with Fitzpatrick—*Fridays, 7:00 p.m.*

This series features the dean of American cartoonists, Daniel R. Fitzpatrick, and the cartoons he has drawn to amuse, awaken, and arouse his fellow-citizens. Each program focuses on a topic Mr. Fitzpatrick feels to be of particular importance.

Photography: The Incisive Art—*Fridays, 8:00 p.m.*

Featuring one of America's great photographers, Ansel Adams, the series is an exploration of the techniques and philosophy which can transform photography from a mechanical record to a delicate and sensitive art.

Heritage—*Fridays, 8:00 p.m., beginning May 19*

With a simple conversational format, Heritage is designed to present the great and enduring personalities of our time, their lives, and thoughts on a wide range of subjects. Spring programs will feature statesman and diplomat Carlos P. Romulo and theologian and philosopher Paul J. Tillich.

Red Myth—*Fridays, 9:00 p.m.*

Thirteen half-hour programs describe the history of Communism, from Marx to Khrushchev, and exploring some of the major fallacies in this system of thought. Each program contains commentary by noted historians and scholars, film clips of some of the historical events described, and re-enactments of other important episodes in the rise of Communism. Host and chief commentator for the series is Witold Sworakowski, the assistant director of the Hoover Institution of War, Revolution, and Peace.

Special Programs

In addition to the regularly scheduled local programs and series from National Educational Television and other sources, Channels 7 and 10 will present significant local and network special programs at frequent intervals. These will usually be scheduled at 9:30 p.m. either Thursday or Friday evenings.

Among the known upcoming "specials" from N E T are the following:

Prospects of Mankind

Monthly symposiums on subjects of international concern, with Mrs. Eleanor Roosevelt as moderator. Distinguished guests participate in each program.

President's News Conference

The National Educational Television and Radio Center has arranged for the filming of many of the news conferences of President John F. Kennedy, for telecast over affiliated educational television stations. These are carried on Channels 7 and 10 as they become available.

Pablo Casals, world-famed cellist, smilingly explains a point to his nineteen chosen students at the University of California. National Educational Television will present each of the memorable classes in a new series of eighteen half-hour programs, "Casals Master Class". "Casals Master Class" can be seen on Channels 7 and 10, Mondays at 9:00 p.m., beginning May 8.

ADVISORY COMMITTEE

KOAP-TV *Channel 10*

Secretary: Mrs. E. Bernice Tucker, Assistant Superintendent, Multnomah County Schools. Representing public secondary education.

Chairman: Dr. Harry L. Dillin, President, Linfield College. Representing private higher education.

An advisory committee chosen by the membership of Community Television, Inc. works closely with the director of the Department of Educational Media and the program staff of KOAP-TV.

Community Television, Inc. is more responsible than any other group for stimulating and sustaining interest in educational television for Portland. They not only worked to promote interest at the start but worked endlessly to raise funds with which to get ETV on the air in Portland. Now that Channel 10 is a reality, Community Television, Inc. will continue its work in an active advisory capacity through the fifteen-member advisory committee of Community Television, Inc.

The committee will seek to know community needs best served by ETV and will work with the program staff of the station in creating programs best suited to those needs. It will work not only as assistant but as critic evaluating the station's efforts to meet community needs. The sub-committee on program will interpret the findings of the advisory committee as a whole on programming over Channel 10.

Meetings are held regularly once a month with more frequent meetings scheduled when a need is indicated. The director of the Department of Educational Media and the program manager assigned to Channel 10 are to appear at each regular meeting to solicit comments, suggestions and criticism and to report to the committee on the activities of the station.

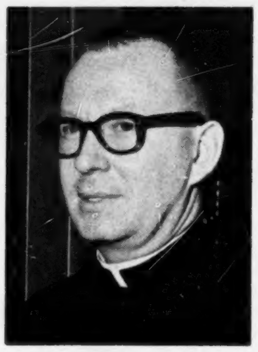
Membership is for a three-year term with five of the members elected each year. In order for the committee to be truly representative of the community the members are chosen as representatives of particular interest areas.

Mrs. Gertrude Houk Fariss, Principal, St. Helen's Hall. Representing American Association of University Women.

Mr. Carvel Linden, Vice-President, United States National Bank. Representative at large.

Miss Ruth Halvorsen, Supervisor of Art, Portland Public Schools. Representative at large.

Dr. Lester Beck, Professor of Psychology, Portland State College. Representing public higher education.

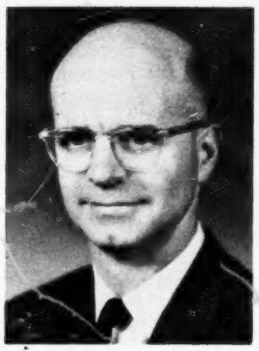


Rev. Robert C. Mundt, in charge of radio and TV for Catholic Archdiocese. Representing private secondary education.

Mrs. Rita Dewart, Women's Activities Director, KEX Radio. Representing cultural activities.

Miss Gloria Chandler, Education Director, KGW - TV. Representative at large.

Miss Dorothea Lensch, Director of Recreation, Portland Park Bureau. Representing recreation activities.

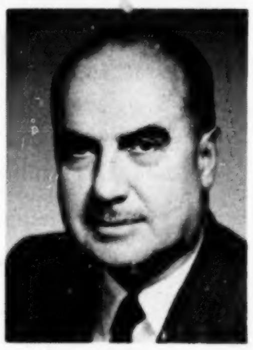


Dr. Miner T. Patton, Principal, Whitman Elementary School. Representing public elementary education.

Dr. William B. Cate, Executive Secretary, Portland Council of Churches. Representing religious activities.

Mrs. Robert E. Stearns, President, Community Television, Inc. Representing community organizations.

Mr. Tom Scanlon, AFL-CIO Research and Education Representative. Representing labor.



Mr. Claude F. Palmer, First Vice-President, Photo Art Studio. Representing business and industry.

550

ON YOUR DIAL

Monday

10:00 News and Weather
10:15 Especially for Women
11:00 Oregon School of the Air
11:30 Concert Hall
12:00 News and Weather
12:15 Noon Farm Hour
1:00 Melody Lane
1:15 Oregon School of the Air
1:30 Coming of Age
2:00 Especially for Women
2:30 Memory Book of Music
2:45 Oregon School of the Air
3:00 Oregon Reporter
3:15 Music of the Masters
4:00 19th Century Poets
5:00 Children's Theater
5:30 Survey of American Literature
6:00 News and Weather
6:15 French Press Review
6:30 H Is for Joy
6:45 Dinner Music
7:00 The Consumer Question
7:15 Evening Farm Hour
8:00 VOA: Music
8:30 Georgetown Forum
9:00 Music That Endures
9:45 News and Weather
9:55 Evening Meditations
10:00 Sign Off

Tuesday

10:00 News and Weather
10:15 Especially for Women
11:00 Oregon School of the Air
11:15 Concert Hall
12:00 News and Weather
12:15 Noon Farm Hour
1:00 Melody Lane
1:15 Oregon School of the Air
1:30 Waltz Time
1:45 Carnival of Books
2:00 Especially for Women
2:30 Memory Book of Music
2:45 Oregon School of the Air
3:00 Oregon Reporter
3:15 Music of the Masters
4:00 Elementary Logic
4:45 Reading for Fun
5:00 Children's Theater
5:30 Radio Shorthand
6:00 News and Weather
6:15 Germany Today
6:30 Oregon Safety Network
6:35 Reader's Almanac
7:00 Voices of the Past
7:15 Evening Farm Hour
8:00 Music of Czechoslovakia
8:30 College Conversations
9:00 Music That Endures
9:45 News and Weather
9:55 Evening Meditations
10:00 Sign Off

Wednesday

10:00 News and Weather
10:15 Especially for Women
11:00 Oregon School of the Air
11:15 Concert Hall
12:00 News and Weather
12:15 Noon Farm Hour
1:00 Melody Lane
1:30 Yale Reports
2:00 Especially for Women
2:30 Memory Book of Music
2:45 Oregon School of the Air
3:00 Oregon Reporter
3:15 Music of the Masters
4:00 19th Century Poets
5:00 Children's Theater
5:30 Survey of American Literature
6:00 News and Weather
6:15 Social Security
6:20 John Doe Drives
6:30 Dateline London
6:45 Coming of Age
7:15 Evening Farm Hour
8:00 Heritage of American Humor
8:30 London Forum
9:00 Music That Endures
9:45 News and Weather
10:00 Sign Off

Thursday		Friday		Saturday	
10:00	News and Weather	10:00	News and Weather	10:00	News and Weather
10:15	Especially for Women	10:15	Especially for Women	10:15	Especially for Women
				10:30	The Consumer Question
				10:45	Land of the Bible
11:00	Oregon School of the Air	11:00	Oregon School of the Air	11:00	Concert Hall
11:15	Concert Hall	11:15	Concert Hall		
12:00	News and Weather	12:00	News and Weather	12:00	News and Weather
12:15	Noon Farm Hour	12:15	Noon Farm Hour	12:15	Noon Farm Hour
1:00	Melody Lane	1:00	Melody Lane	1:00	Vocal Art in France
1:15	Land of the Bible	1:15	Oregon School of the Air		
1:30	Music for Chorus	1:30	The Challenge of Aging		
2:00	Especially for Women	2:00	Especially for Women	2:00	Music of the Masters
2:30	Memory Book of Music	2:30	Memory Book of Music		
		2:45	Oregon School of the Air		
3:00	Oregon Reporter	3:00	Oregon Reporter		
3:15	Music of the Masters	3:15	Music of the Masters		
4:00	University Hour	4:00	19th Century Poets	4:00	Elementary Logic
				4:45	Folk Songs
5:00	Children's Theater	5:00	Children's Theater	5:00	Children's Theater
5:30	Of Birds and Men	5:30	Survey of American Literature	5:30	Men and Molecules
5:45	Reserved for You			5:45	Guest Star
6:00	News and Weather	6:00	News and Weather	6:00	News and Weather
6:15	Over the Back Fence	6:15	London Bridge	6:15	The Oregon Scene
6:30	Game Commission Bulletin	6:30	Going to College		
		6:35	Pioneers of Prose and Poetry		
6:45	Dinner Music				
7:00	Introduction to Indian Art	7:00	Interlude		
7:15	Evening Farm Hour	7:15	Evening Farm Hour	7:15	Grand Opera
8:00	Recital—U of O School of Music	8:00	The Individual		
9:00	Music That Endures	9:00	Music That Endures		
9:45	News and Weather	9:45	News and Weather	9:45	News and Weather
9:55	Evening Meditations	9:55	Evening Meditations		
10:00	Sign Off	10:00	Sign Off	10:00	Sign Off

550
ON
YOUR
DIAL

RADIO ...at random

Program Notes

KOAC - 550

Local Programs—

Children's Theater—*Monday through Friday, 5:00 p.m.*

Continued stories covering a wide range of interests and age levels in children's literature. Two fifteen minute segments each evening are presented by Bob Roberts and John MacDonald respectively.

Radio Shorthand—*Tuesdays, 5:30 p.m.*

Staff members of the school of secretarial science at Oregon State University present these programs especially for those who wish to improve their skill in taking shorthand dictation through practice sessions.

Oregon Safety Network—*Tuesdays, 6:30 p.m.*

These five-minute programs presented by Oregon's state industrial accident commission feature SIAC information specialist Don Benedict with safety news.

Voices of the Past—*Tuesdays, 7:00 p.m.*

Records from the KOAC music library bring back the best of the vocalists from bygone years.

Social Security—*Wednesdays, 6:15 p.m.*

Representatives of the federal social security district office in Salem present facts dealing with the function of social security and procedures for preparing to apply for social security benefits.

University Hour—*Thursdays, 4:00 p.m.*

These programs feature outstanding vocal and instrumental groups and soloists from the University of Oregon.

Game Commission Bulletin—*Thursdays, 6:30 p.m.*

Ron Shay of the Oregon Game Commission presents hunting and fishing news.

Recital—*Thursdays, 8:00 p.m.*

Members of the University of Oregon school of music faculty perform during these programs.

Going to College—*Fridays, 6:30 p.m.*

Francis Nickerson, executive secretary of the high school-college relations committee of the State System of Higher Education, provides information of value to the college-bound youth and their parents.

Frances Nickerson, executive secretary of the Oregon high school-college relations committee, interviews students on "Going to College."

The Oregon Scene—*Saturdays, 6:15 p.m.*

These programs bring guest speakers and special programs from the campuses of Oregon colleges.

Network Programs—

Coming of Age—*Mondays, 1:30 p.m.—repeated Wednesdays, 6:45 p.m.*

These programs explore the thoughts and feelings of American youth in the twentieth century. Teenage expressions on drinking parties, alcoholic parents, gang-fighting, adolescent hopes for the future and other subjects, recorded by Ben Park during conversations with teenagers all over the country, comprise the program material.

The Consumer Question—*Mondays, 7:00 p.m.—repeated Saturdays, 10:30 a.m.*

Panel discussions, interviews and special reports are used in these programs to secure a useful and authoritative study of the problems of the modern consumer. Individual programs focus on food and the family budget, credit costs, clothing, cars, home buying, insurance, etc.

VOA: Music—*Mondays, 8:00 a.m.*

Discussions of music and musical life in the United States, originally prepared for broadcast over the Voice of America.

Reading for Fun—*Tuesdays, 4:45 p.m.*

In these programs, Professor Edward Adams of the University of Washington school of communications introduces listeners to literary works which he has enjoyed.

Reader's Almanac—*Tuesdays, 6:35 p.m.*

This is a series of interviews with authors of current and significant books. David Douglas Duncan, Vance Packard, C. Northcote Parkinson, Mari Sandoz, Mark Van Doren, and Peter Blake are among the contemporary writers featured. The interviewer is Warren Bower of the New York University Division of general adult education.

Yale Reports—*Wednesdays, 1:30 p.m.*

Members of the Yale University faculty and guests are featured in discussions on aspects of American drama and secondary education.

Land of the Bible—*Thursdays, 1:15 p.m. —repeated Saturdays, 10:45 a.m.*

Prepared in Israel by the transcription service of the Israel Broadcasting System, this series of programs describes the living links spanning the centuries between ancient Israel and the modern state.

Introduction to Indian Art—*Thursdays, 7:00 p.m.*

Dr. C. L. Fabri discusses various art forms indigenous to ancient and modern India in this series of programs produced by the Broadcasting Federation of America.

Challenge of Aging—*Fridays, 1:30 p.m.*

These programs present results of recent social and medical research dealing with our older citizens. *Meeting the Challenge of Aging, Changing Attitudes Toward Aging, Some Swedish Experiences with Aging, Emotional Health and Aging,* and *Living Arrangements for the Aged* are a few of the individual topics.

Pioneers of Prose and Poetry—*Fridays, 6:35 p.m.*

This series presents an examination of eleven American writers of the 19th century who established and developed our literary traditions. The speaker for this series is Frederick T. McGill, Jr., professor of English, Newark College of Arts and Sciences, Rutgers University.

The Individual—*Fridays, 8:00 p.m.*

A series of Cooper Union lectures in which outstanding thinkers discuss the individual human being: his desires, his rights, his disciplines, his psychology and his development.

Vocal Art in France—*Saturdays, 1:00 p.m.*

Produced by the French Broadcasting System, these programs are devoted to the vocal art in France as exemplified in both traditional and formal French musical settings. The programs combine discussion with musical examples.

FARM PROGRAMS

FARM PROGRAMS

Radio 550

Comprehensive coverage of information of interest to rural residents of the area is presented daily in 45-minute farm programs prepared by farm program director William C. "Bill' Smith. The Noon Farm Hour is scheduled at 12:15 p.m., and the Evening Farm Hour at 7:15 p.m.

Noon farm programs include complete area weather forecasts, the latest local and national farm news, noon farm market reports and timely information for farmers and gardeners by extension specialists.

The Evening Farm Hour includes weather, the evening farm market review and, Tuesday through Friday, research reports from experiment stations. A weekly 4-H broadcast is included in the Farm Hour on Mondays.

EXTENSION SEVEN

Channels 7 and 10

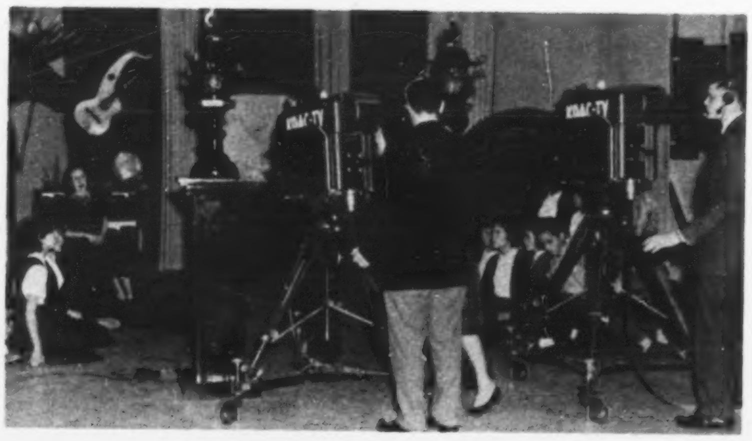
In Extension Seven, the weekly television farm program over the Oregon Educational Television Network, Mondays, 8:30 p.m., guest farm specialists join Bill Smith to explain different seasonal aspects of the area's agricultural economy. Films of local farming operations are featured extensively in these programs. Efforts to keep these programs timely make it difficult to set firm dates for specific programs too far in advance. However, the following subjects have been tentatively included in the schedule for the spring season: new crops in western Oregon; rhubarb operations in Lane County; asparagus operations in Polk County; lawn planting; ryegrass; and marketing of fresh fruits and vegetables.

OREGON'S

et to
the FILM

Dr. William F. Unsoeld, assistant professor of religion and philosophy at Oregon State University, who appeared recently on the stations KOAP-TV, Portland, and KOAC-TV, Corvallis, on THE CONQUEST OF MASHERBRUM for "College Conversations" discussion program seen Thursdays at 8:30 alternating with "Research Report."

Dick Potter, producer-director, builds a cherry pie for the Washington birthday set for "Extension Seven." Potter regularly directs this weekly KOAC-TV farm show produced for the Oregon Educational Television Network by KOAC's farm director Bill Smith.



KOAC-TV cameras in the Corvallis studio looking in on a set designed for the "American Neighbor" series for the Oregon School of the Air. Elizabeth Patapoff, in-school program director, and students from St. Mary's school are seen in last minute rehearsals for the day's production.

AIR CAMERA

"Headline Reactions," Tuesdays at 8:30 on Oregon Educational Television Network, brings in guests from the metropolitan area as well as Willamette Valley points. Here (l. to r.) Brixley, Logan and Mix of Corvallis react to headlines presented by KOAC's news editor Bob Hinz.

Mack Schwab, producer-director, in action at the director's bench in the Corvallis studio. Schwab is the creator and producer of the network's popular "Headline Reaction" series.

Efficient receptionist Ruby Chausse handles much of the incoming and outgoing mail from the Corvallis office of KOAC-AM-TV. Mrs. Chausse is the person behind the friendly voice that also answers your telephone calls.

Lester Mock, production supervisor in the Corvallis studio for the Oregon Educational Television Network, looking over some of the strange shapes and designs to be found in the television property store room.

Oregon School of the Air

Programs for April, May, June 1961

PL
PC

Radio - 550

MONDAY

Standard School Broadcast

11:00 a.m. **Grades 4-8**

"Music . . . Passport to the World" is the current theme for this music appreciation series.

Land of Make Believe

1:15 p.m. **Grades 1-4**

There's imaginative fun for everyone when boys and girls visit the magic land of fantasy.

April 3 Elves and the Shoemaker (*Folk tale*)
10 Magic Shop (*Maurice Dolbier*)
17 Chick and the Child (*Mary Grannon*)
24 Smokey's Inn

Oregon Outdoor Adventures

2:45 p.m. **Grades 4-8**

Outdoor guide Bob Wallace introduces Jane and Johnny and classroom listeners to some of Oregon's wild animals and birds. Send for the broadcast guide for pictures and information about each animal. This series was planned and produced in cooperation with Ron Shay, informational representative for the Oregon State Game Commission.

April 3 Hawks
10 Black Tailed Deer
17 Roosevelt Elk
24 Chinook and Silver Salmon

TUESDAY

The News Watch

11:00 a.m. **Grades 4-8**

Yesterday, today, and tomorrow meet in the modern news room. Bob Hinz, KOAC news editor, brings world news to students to help them develop their listening skills and to understand better their social studies.

Let's Find Out

1:15 p.m. **Grades 1-2**

The Science Lady introduces young listeners to the wonders of our natural world. Teachers will need the free program guide.

April 4 Hello!
11 We Eat Vegetables
18 We Eat Meat
25 Animal or Vegetable

Tune Up in Health

2:45 p.m. **Grades 4-6**

The real-life experiences of Dick and Nancy Brown can help your students find more meaning in their study of health and safety. Send for your teacher's guide.

April 4 You're Growing Up
11 Your School Lunchroom
18 What Is Your Score So Far?

WEDNESDAY

Speak Spanish

11:00 a.m. **Grades 5-8**

Mrs. Eshelman, a language specialist, comes into the classroom via radio to help teachers who wish to introduce conversational Spanish to their pupils. Teachers need the broadcast guide for the weekly schedule and for vocabulary helps.

Science Trails

2:45 p.m. **Grades 3-5**

Classroom listeners can share in the weekly visits and trips enjoyed by Peggy and Mike with their Uncle Mac. Order a free teacher's guide.

April 5 We Must Help
12 A Visit to the Farm
19 Beehive of Activity
26 A-Hunting We Go
May 3 Happy Vacation Time

THURSDAY

Living in Oregon

11:00 a.m. **Grades 3-5**

Exciting dramatized stories and visits to historical museums and sites. Especially for the elementary study of Oregon history. Teacher's guide available with valuable resource suggestions.

Stories of Pioneer Life

April 6 Charcoal Wagon Boy
13 Busy Days on the Willamette
20 Stage Coach Adventure

Stories of Oregon To

27 "A Place
May 4 Yesterday

Adventures

2:45 p.m.

The existing develo
knowledge and the
vidual scientists is d
in this series. Teache
gram guide.

April 6 A Piece of
13 Sir Willia
20 Superman
27 Many Que

FRIDAY

Canadian Hea

11:00 a.m.

Introducing Canada
of the United States.
is available with m
study aids.

April 7 Voices fro
14 Augustus
of the Pra
21 Canada's
28 Rough-nec

Tell A

1:15 p.m.

Story Lady Elizabet
and new for story tim

April 7 Just So St
ling)
14 Ellen Tebb
21 The Jolly
King
28 Lentil (*Rc*

Adventu

2:45 p.m.

Time to relax and go
our radio anthology
juvenile novels.

April 7 Lochinvar
14 Evangelin
21 Jack and th
(*Jack Chas*
28 John Henr

EASE
)ST

day
of Our Own"
and Today in Oregon

in Science

Grades 6-8

pment of scientific
art played by indi-
amatically presented
rs will want the pro-

Ice
n's Rocket
Wanted
stions Still Remain

ts and Minds

Grades 5-6

o the boys and girls
A teacher handbook
iny suggestions for

n French Canada
Kenderdine, Painter
irie
Vheat King
ks Build the Future

Story

Grades 1-3

selects stories old
e pleasure.
ories (*Rudyard Kip-*

its (*Beverly Cleary*)
Tailor Who Became

bert McClosky)

re Time

Grades 4-8

adventuring through
of short stories and

(*Scott*)
(*Longfellow*)
e Three Sillies
e)
(*Irwin Shapiro*)

Television

Channels 7 and 10

TUESDAY

Wonders of the Pacific Northwest

10:15 a.m. **Grade 4**

The aim of this series is to give teachers an overall view of the content of the fourth grade social studies for 1961-62 and to give students information about the Pacific Northwest.

Lessons will be presented by teleteacher Susan Broadbent from David Douglas school district in Multnomah County, teachers from various school districts, and subject matter specialists.

The series was planned by a committee representing a group of school districts under the chairmanship of Mrs. E. Bernice Tucker, assistant superintendent, Multnomah County Schools.

Programs may be previewed on KGW-TV, Channel 8, at 9:00 a.m. on Sundays. Broadcast guide available.

April	4	Water and Weather
	11	Culture: Art, Music, Literature of the Area
	18	This Is Your Country—Yours to Enjoy and Your Responsibility
	25	Report on School Projects

Channel 7

TUESDAY and THURSDAY

Singing Time for Grade 2

10:00 a.m.

This series is designed to aid teachers in presenting a balanced music program to their students. Mrs. Cecelia Nelson, music consultant for the Eugene public schools, and a committee of second grade teachers planned the series. This is the fourth series of television programs presented on KOAC this year by the Eugene public schools. *Teachers will need the broadcast guide available from KOAC.* The music text will be *Singing On Our Way*, Ginn and Company. Series begins on Thursday, March 30.

Parlons Francais

10:45 a.m.

Conversational French for grades 3, 4 and 5. Handbooks and recordings available for teacher aids. Repeated Tuesday and Thursday evenings at 8:15 for family participation. FRIDAY 6:00 p.m. is the preparation program for teachers whose students are viewing this series in their classrooms.

THURSDAY

Our American Neighbors

10:15 a.m. **Grades 5-6**

Elizabeth Patapoff and her guests introduce boys and girls to the people, the problems, and the lands of Latin America. Teacher's broadcast guide available from KOAC.

March	30	Differences and Likenesses
April	6	Latin American Products
	13	A Place for Adventure
	20	Isles of the Caribbean
	27	Meeting Nature in the Tropics
May	4	Land of Orchids (Colombia)
	11	Venezuela Today
	18	Challenge of Progress
	25	Continent of Contrasts, West Coast
June	1	Journey into Springtime, East Coast

The KOAC television crew videotapes the Eugene Junior Symphony for PAN THE PIPER—the final program in the new series, "Singing Time for Grade 2".

COLLEGE OF THE AIR

Telecourses for College Credit Spring Term 1961

Courses listed on this page may be taken for college credit during spring term unless otherwise indicated. For detailed information write or visit Office of Televised Instruction, General Extension Division, 565 Capitol N.E., Salem, Oregon.

• KOAP TV (10) Portland and KOAC-TV (7) Corvallis

FIRST YEAR FRENCH. RL 52. Marlow. UO
2 term hours. 6:30-7:00 p.m. Tuesday, Thursday. (beginning March 28.)

HISTORY OF CIVILIZATION. Hst 103. Dmytryshyn, White, LeGuin. PSC
3 term hours. 6:45-7:30 p.m. Monday, Wednesday. (beginning April 5.)

ELEMENTARY LOGIC. Phl 203. Dykstra. UO
3 term hours. 7:30-8:15 p.m. Tuesday, Thursday. (beginning March 28.)

SURVEY OF AMERICAN LITERATURE. Eng 255. Childs. OSU
3 term hours. 7:30-8:00 p.m. Monday, Wednesday, Friday. (beginning March 29.)

FUNDAMENTALS OF ACCOUNTING. Ac 213. Harwood. UO
3 term hours. 11:00-11:50 a.m. Monday, Wednesday, Friday. (beginning March 29.)

• KOAC-TV (7) Corvallis

NINETEENTH CENTURY POETS. Eng 468. Moll. UO
3 term hours. 9:00-9:50 a.m. Monday, Wednesday, Friday. (beginning March 29.)

GENERAL HYGIENE. PE 160. Anderson. OSU
2 term hours. 11:00-11:45 a.m. Tuesday, Thursday. (beginning March 30.)

DESCRIPTIVE METEOROLOGY. Ph 293. Decker. OSU
2 term hours. 9:00-9:50 a.m. Tuesday, Thursday. (beginning March 30.)

GENERAL BIOLOGY. GS 103. Humphrey. OSU
Non-credit. 10:00-10:50 a.m. Monday, Wednesday, Friday. (beginning March 29.)

• KOIN-TV (6) Portland

HISTORY OF WESTERN CIVILIZATION. Hst 103. Dmytryshyn, White, LeGuin. PSC
3 term hours. 6:45-7:30 a.m. Monday, Wednesday. (beginning March 29.)

GENERAL PSYCHOLOGY. Psy 203. Beck. PSC
3 term hours. 6:15-7:00 a.m. Tuesday, Thursday. (beginning March 30.)

• KGW-TV (8) Portland

CHEMISTRY FOR HIGH SCHOOL TEACHERS. Ch 401(g). UO-OSU
3 term hours. 6:00-6:30 a.m. Monday through Friday. (beginning March 27.)

PROBABILITY AND STATISTICS. Mth 492(g). UO-OSU
3 term hours. 6:30-7:00 a.m. Monday, Wednesday, Friday. (beginning March 29.)

TEACHING OF MODERN MATHEMATICS. Ed 594. UO-OSU
1 term hour. 6:30-7:00 a.m. Tuesday, Thursday. (beginning March 28.)

• KBES-TV (5) Medford

HISTORY OF PACIFIC NORTHWEST. Hst 478(g). SOC
3 term hours. 4:00-4:30 p.m. Wednesdays only. (beginning March 22.)

KOAC masterworks

KOAC-Radio classical music programs are:

Monday through Friday	
11:00-12:00	Concert Hall
3:15- 4:00	Music of the Masters
9:00- 9:45	Music That Endures

Saturday only	
11:00-12:00	Concert Hall
2:00- 4:00	Music of the Masters
7:15- 9:45	Grand Opera Tonight

Music of the Masters

April 1961

APRIL 1

Weber: Concerto No. 2, Op. 32 (Wührer)
Concertino for Clarinet; Adagio and Rondo; Spectre de la Rose
Mahler: Adagietto for Harp and Strings
Symphony No. 1 in D

APRIL 3

Adam: Giselle; If I Were King: Overture
Alabiev: Russian Nightingale Song
Arensky: Variations on a Theme by Tchaikowsky

APRIL 4

Bach: Organ Concerto No. 1; Arias and Recitative from Cantatas No. 127, 132, 155

APRIL 5

Milhaud: The Household Muse; Pastorale for Organs; Protée: Symphonic Suite

APRIL 6

Handel: Royal Fireworks; Concerto in B Flat; Xerxes: Largo; Concerto in G

APRIL 7

Duruflé: Requiem (Dietrich Choir)

APRIL 8

David Randolph: The Instruments of the Orchestra
Liszt: Played by Graffman

APRIL 10

Haydn: Cassationa per il Liuto
Rossini: Sonatas No. 5 and 6

APRIL 11

Vaughn Williams: Music from "The Wasps"
Vivaldi: Trio
Baron: Concerto

APRIL 12

Mozart: Rondo
Kabalevsky: Improvisation
Luening: Kentucky Rondo
Antheil: Serenade No. 1 for Strings
Howe: Stars, Sands

APRIL 13

Brahms: Double Concerto
Vitali: Chaconne

APRIL 14

Beethoven: "Spring" Sonata
Wieniawski: Scherzo-Tarantelle
Italian and English Brass Music

APRIL 15

R. Strauss: Don Juan; Bourgoise Gentilhomme
Tchaikowsky: 1812 Overture
Serenade for Strings in C
Tcherepnin: Bagatelles; Suite, Op. 87

Music That Endures

April 1961

APRIL 1

GRAND OPERA: Britten: Prince of the Pagodas

APRIL 3

Bach: Brandenburg Concerto No. 1 in F
Arias and Duets from Cantatas No. 47, 79, 99, 110

APRIL 4

Anderson: Irish Suite
Auric: Contemporary French Ballet Music
Une Valse

APRIL 5

Bach: Chorale Preludes (Biggs)
Chorale Preludes (Marchel)
Organ Concerto No. 3

APRIL 6

Beethoven: Für Elise
Triple Concerto
Folk Dance

APRIL 7

Mendelssohn: Songs Without Words

APRIL 8

GRAND OPERA: Mozart: Don Giovanni

APRIL 10

Mendelssohn: Songs Without Words

APRIL 11

Debussy: Images Pour Orchestre
Mendelssohn: Songs Without Words

APRIL 12

Barber: Symphony No. 2, Op. 19
James Burke plays Cornet

APRIL 13

Beethoven: "Kreutzer" Sonata
Vieuxtemps: Tarantelle
Szymanowski: Fountain of Arethusa

APRIL 14

Gliere: The Red Poppy: Ballet Music
James Chambers plays French Horn

APRIL 15

GRAND OPERA: Delibes: Lakme (Robin)

Music of the Masters

APRIL 17
Bach: Sonata No. 1 (Oistrakh)
Suite No. 1 in C; In Dulce Jubilo

APRIL 18
Haydn: Sonata No. 35 in E Flat
Prokofieff: Concerto No. 2 in G

APRIL 19
Shaw Chorale: A Chorus of Love

APRIL 20
Beethoven: Concerto No. 5 (Rubinstein)

APRIL 21
Baseball: OSU vs U of O in Corvallis

APRIL 22
Khatchaturian: Concerto for 'Cello and Orchestra
Masquerade: Suite
Hovhaness: Selection
Yardumian: Armenian Suite

Rubenstein

APRIL 24
Copland: Appalachian Suite
Music for Movies

APRIL 25
Charpentier: Impressions D'Italie

APRIL 26
Massenet: Le Cid: Ballet Music
Honegger: Symphony No. 5

APRIL 27
Liszt: Mazeppa
R. Strauss: Death and Transfiguration

APRIL 28
Baseball: OSU vs Idaho at Corvallis

APRIL 29
Baseball: OSU vs Idaho at Corvallis

MAY 1
Tchaikowsky: Trio in A Minor

MAY 2
French Renaissance Vocal Music

MAY 3
Baseball: OSU vs WSU at Corvallis

MAY 4
Baseball: OSU vs WSU at Corvallis

MAY 5
Griffis: Sonata for Violin and Piano
Griffes: Sonata for Piano

Music That Endures

APRIL 17
Brahms: Sonata in F Minor (Rubinstein)
Intermezzo, Op. 116, No. 6
Romance, Op. 118, No. 5

APRIL 18
Spanish Guitar Music (Narciso Yepes)
Leonard Smith plays Cornet

APRIL 19
Prokofieff: Romeo and Juliet

APRIL 20
Tchaikowsky: Concerto in D (Heifetz)
Mischa Elman 50-Year Jubilee

APRIL 21
The Art of Julian Bream

APRIL 22
GRAND OPERA: Massenet: Thais

APRIL 24
Berlioz: Summer Night
Waverly Overture

APRIL 25
Mendelssohn: "Italian" Symphony; Andante, Scherzo, Capriccio and Fugue

APRIL 26
Rameau: Concerts; Les Fête D'Hébé: Ballet Suite No. 1

APRIL 27
J. Strauss: Graduation Ball: Ballet
Josef Strauss: Music of the Spheres

APRIL 29
GRAND OPERA: Verdi: Il Trovatore (Milanov, Bjoerling)

MAY 1
Beethoven: Leonore Overture No. 1
String Quartet—"The Harp"

MAY 2
Piston: The Incredible Flutist
Partita
3 Pieces for Flute, Clarinet, Bassoon

MAY 3
A. Thomas: Mignon: Overture
Raymond: Overture
Wagner: Tannhäuser: Overture, Venusberg Music

MAY 4
Schubert: Divertissement a la Hongroise
Ländler (Kapell)
Impromptu in A Flat (Kapell)

MAY 5
Rachmaninoff: Rhapsody on Paganini Theme
Paganini: Streghe (Witch's Dance)
I Palpiti

MAY 6
GRAND OPERA: Ponchielli: La Gioconda (Callas, Barbier)

MAY 8
Beethoven: "Appassionata" Sonata

MAY 9
Tchaikowsky: Symphony No. 6

MAY 10
Dvorák: Symphony No. 5 in E Minor

MAY 11
Tchaikowsky: Symphony No. 4 in F Minor

Music of the Masters

MAY 6

Hanson: The Lament for Beowulf
Concerto for Organ, Harp, Strings
Symphony No. 2
Haufrecht: Square Set
Harrison: Suite
Harris: Symphony No. 3

MAY 8

Baseball: OSU vs Washington at Corvallis

MAY 9

Baseball: OSU vs Washington at Corvallis

MAY 10

Gould Strings play Turina, Boccherini, Rachmaninoff, Tchaikowsky, Ries, and Bach

MAY 11

Pijper: Symphony No. 3
Wilder: Miniatures

MAY 12

Operatic Arias sung by Leonie Rysanek

MAY 13

Handel: Royal Fireworks; Alcine: Dream Music; Faramondo: Overture; Organ Concerto in F, Op. 4; Israel in Egypt (complete)

MAY 15

Walton: Concerto for Violin (Heifetz)
Scapino: Comedy Overture
Vaughn Williams: Kyrie

MAY 16

Creston: Dance Overture
H. Andriessen: Capriccio
Sanjuan: La Macumba
Santa Cruz: Alabanzas del Advianto

MAY 17

Lalo: Symphonie Espagnole (Szering)
Heifetz Encores

MAY 18

Prokofieff: Concerto No. 3 C (Van Cliburn)
Leonard Smith plays Cornet

MAY 19

Creston: Invocation and Dance
Stravinsky: Scenes de Ballet
Sowerby: All on a Summer's Day

MAY 20

Rossini: Barber of Seville: Overture
La Cenerentola: Overture; Sonata No. 5 in E Flat; Soirées Musicales;
William Tell: Passo a Sei; Little March of the Shepherds: Overture; Sonata No. 6 in D;
La Danza: Tarantella
Rosetti: Horn Concerto in E Flat
Concertino for Bassoon in E Flat

MAY 22

Glazounov: Scenes de Ballet; Concerto for Saxophone and Orchestra

MAY 23

Schumann: Concerto in A Minor (Van Cliburn)
Liederkreis sung by Schorr

Music That Endures

MAY 12

Giuliani: Guitar Concerto (Bream)
Vivaldi-Bach: 'Cello Concerto (Janigro)
Heifetz Encores

MAY 13

GRAND OPERA: Gounod: Faust: Ballet Music; Highlights
Flotow: Martha

MAY 15

Bruch: Violin Concerto No. 1 (Laredo)
Mendelssohn: Capriccio Brillant (Grafmann)
Heifetz Encores

MAY 16

Dvorák: 'Cello Concerto (Piatigorsky)

MAY 17

Arnold: Guitar Concerto (Bream)
Narciso Yepes Guitar Encores

MAY 18

Dohnanyi: Suite in F Sharp Minor
Liszt: Hungarian Rhapsody No. 3, D Flat
Hungarian Rhapsody No. 11, A Minor

MAY 19

Sibelius: Symphony No. 2 in D (Collins)

MAY 20

GRAND OPERA: Lehar: The Merry Widow
Gluck: Orpheo ed Euridice: Act II

MAY 22

Halffter: Sinfonietta
Granados: Los Requiebros

MAY 23

Gradwohl: Divertissement Champètre
Meyerbeer: Les Patineurs

MAY 24

Schumann: Kinderscenen (Horowitz)
Frühlingsnacht und Leben

MAY 25

Debussy: La Boite a Joujoux: Ballet
Prelude to Afternoon of a Faun

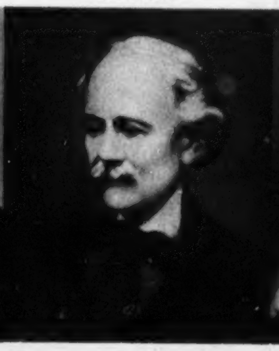
MAY 26

Berners: The Triumph of Neptune
Bernstein: Facsimile

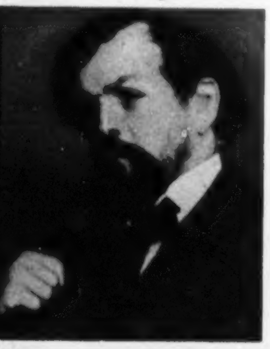
Prokofieff

Rachmaninoff

Massenet



Debussy



Music of the Masters

MAY 24

Messiaen: L'Ascension
Messager: Les Deux Pigeons
Menasce: Petite Suite pour le Piano

MAY 25

Maldere: Symphony in B Flat
Malipiero: Fantasie di Ogni Giorne
La Cimarosiana

MAY 26

Schumann: Manfred: Overture
Sonata No. 3, F Minor (Wührer)

MAY 27

Baseball: OSU vs U of O at Corvallis

MAY 29

Bennett: Hexapoda; Song Sonata (Heifetz)
Hanson: Concerto for Organ, Strings, Harp
Copland: Song Arrangements (Warfield)

MAY 30

Schumann: Sonata in F Sharp Minor (Brailowski)
Songs sung by Fischer-Dieskau

MAY 31

Delibes: La Source: Ballet; Sylvia: Ballet; Le Roi S'Amuse: Passepied

JUNE 1

Brahms: Symphony No. 1 in C Minor

JUNE 2

Mozart: Don Juan: Minuet
Divertimento No. 17 in D

JUNE 3

Schubert: Six German Dances; Symphony No. 8 in B Minor; Trio No. 1; Sonata in C Minor; Rosamunde: Ballet Music

JUNE 5

Conus: Concerto in E Minor (Heifetz)
Duke: Souvenir de Monte Carlo
Stravinsky: Tango

Mahler conducting

Music That Endures

MAY 27

GRAND OPERA: Berlioz: Damnation of Faust

MAY 29

Handel: Suite No. 3 in D Minor (Heiller)
Concerto No. 7 in B Flat (Busch)
Harmonious Blacksmith

MAY 30

Mozart: Serenade No. 4 in D
Sonata for Viola and Piano in A

MAY 31

Beethoven: "Moonlight" Sonata
Romance in G
Scriabin: Poem of Ecstacy

JUNE 1

Tchaikowsky: Francesca da Rimini
Waltz of the Flowers; Pas de Deux

JUNE 2

Bach: Suite No. 2 in B Minor
Sonata for Flute and Piano

JUNE 3

GRAND OPERA: Mohaupt: Double Trouble
Berg: Wozzeck

JUNE 5

Vaughn Williams: Partita for String Orch.; Fantasia on a Theme by Tallis; Drinking Song

JUNE 6

Dvorák: Serenade for Winds, 'Celli and Basses
Haydn: Concerto for Hunting Horn in D

JUNE 7

Prokofieff: Prodigal Son: Ballet
Sonata No. 3 in A Minor

JUNE 8

Schumann: "Spring" Symphony
Toccata in C (Lhevinne)

JUNE 9

Schumann: Symphony No. 2 in C
Träumerei

JUNE 10

GRAND OPERA: Bellini: La Sonnambula (Pagliughi, Siepi)

JUNE 12

Beethoven: String Quartet in A Minor, Op. 132

JUNE 13

Mozart: Clarinet Concerto (de Peyer)
Adagio and Rondo for Glass Harmonica

JUNE 14

Schumann: Symphony No. 4 in D Minor
Arabesque, Op. 18
Album for the Young (Dorfmann)

JUNE 15

Debussy: Nocturnes
Violin Sonata No. 3 (Francescatti)
Syrinx

JUNE 16

Schumann: Fantasiestücke (Rubinstein)
Songs by Fischer-Dieskau

JUNE 17

LIGHT OPERA: Sullivan: Princess Ida or Castle Adament

JUNE 19

Mozart: Cassation No. 2 in B Flat
Sonata No. 9 in D (Landowska)
L'Amero Saro Costante (Gueden)

Music of the Masters

JUNE 6
Diamond: Music for Romeo and Juliet
Bernstein: On the Town
Weinberger: Schwanda: Polka and Fugue

JUNE 7
Liszt: Mefisto Waltz; Prelude and Fugue on B.A.C.H.; Benediction de Dieu

JUNE 8
Brahms: Violin Sonata No. 1 in G (Shapiro)
Variations on Theme of R. Schumann

JUNE 9
Beethoven: Symphony No. 1 in C (Schuricht)
"Les Adieux" Sonata (Kempff)

JUNE 10
Vivaldi: The Seasons
Haydn: Concerto for Trumpet in E Flat; Cassation; Overture in D; Sonata No. 49 in E Flat; Concerto for Organ and Orchestra (1760)

JUNE 12
Berlioz: Harold in Italy

JUNE 13
Rimsky-Korsakov: Piano Concerto (Badura-Skoda)
Sadko: A Musical Picture
May Night: Overture

JUNE 14
Shostakovich: Symphony No. 1 in F
Stravinsky: Ebony Concerto

JUNE 15
Rimsky-Korsakov: Scheherazade (Ansermet)

JUNE 16
Prokofieff: Suite du Ballet: Chout
Suggestion Diabolique

JUNE 17
Haydn: Symphony No. 88 in G; Trio for Piano, Violin, 'Cello; Summer; Divertimento in G; Concerto for 'Cello and Orchestra in D

JUNE 19
Shostakovich: Song of the Forests; Waltz

JUNE 20
Granados: Goyescas (Amparo Iturbi)

JUNE 21
Bruch: Concerto No. 2 in D Minor (Heifetz)
Franck: Symphonic Variations (Brailowski)
Panis Angelicus (McCormack)

JUNE 22
Delius: North Country Sketches; Brigg Fair

JUNE 23
Elgar: Violin Concerto in B Minor (Heifetz)

JUNE 24
Chabrier: Scherzo-Valse (Szigeti); Larghetto for Horn and Orchestra; Espana Rapsodie
Chausson: Poeme; Vivianne
Franck: Grand Pièce Symphonique
Tchaikowsky: Symphony No. 5 in E Minor

JUNE 26
Grieg: Concerto in A Minor (Rubinstein)
Ballade in G Minor (Anderson)

JUNE 27
Mendelssohn: Concerto in E Minor (Heifetz)
Fair Melusina: Overture
Midsummer Night's Dream: Scherzo

JUNE 28
Telemann: Suite for Flute and Strings
Oboe Concerto in F Minor
Fantasia in D and D Minor

JUNE 29
Telemann: Don Quichote Suite
Handel: Suite No. 2 in F
Marcello: Aria for Strings
Concerto No. 1 for Oboe

JUNE 30
Handel: Suite No. 4 in E Minor
Bach: Suite No. 3 in D
Haydn: Sonata No. 34 in E Minor (Landowska)

Music That Endures

JUNE 20
Savino: Portraits of Italy

JUNE 21
Mozart: Idomeneo: Ballet Music
Symphony No. 6 in F

JUNE 22
Sibelius: Symphony No. 5 in E Flat
Rakastava

JUNE 23
Grieg: Peer Gynt Suites
Two Norwegian Melodies

Monteux Conducting

JUNE 24
LIGHT OPERA: Sullivan: Yeomen of the Guard or The Merry Man and His Maid

JUNE 26
Gretry: Ballet Suite; Dances from "La Rosiere Republicaine"
Gossec: Sinfonia in G; Gavotte

JUNE 27
Mendelssohn: Symphony No. 5—"Reformation"
Fingal's Cave: Overture

JUNE 28
Handel: Sonata for Violin and Continuo
Water Suite
Concerto No. 6 in G Minor

JUNE 29
Bach: Brandenburg Concerto No. 2 in F
Partita No. 3 in E (Laredo)
Prelude and Fugue in D (Fox)

JUNE 30
Mendelssohn: Trio No. 1
Calm Sea and Prosperous Voyage

At Listening Time

—by Phil Kalar

There has come to our attention a 12-inch longplay recording which you might want to have for reference. The title is *Say It Right*. Edward S. Dumit enunciates the names of composers, operas, ballets, tone poems, suites, conductors, contemporary artists, operatic and orchestral groups, and musical terms. Purists can find fault here and there but in general the pronunciations are excellent. The project emanates from the University of Tulsa.

QUESTIONS AND ANSWERS

Q. How many musical selections does KOAC have in its library of recordings?

A. A more or less scientific survey shows a total of 31,841 selections.

Q. How would you break down this figure of over 31,000 selections?

A. Two-thirds are old-style 78's. One-third play at 33⅓ with microgroove needle.

Q. That isn't exactly what I mean. How would you break them down in terms of classical, religious, popular, country, western, ethnic, etc?

A. I'd rather not.

Q. Why not. It's a logical question, isn't it?

A. We do make such distinctions and it seems natural that we should. Each person is apt to have his own imaginary house of music, with imaginary partitions set up to separate the various types. Individual differences are such that no two people have the same house plan. There is undoubtedly general agreement concerning some of the classifications but the classifications themselves are too loose. I try to discourage listeners from getting into the habit of assigning a musical selection to one nook in their musical mansion.

Q. That's an interesting viewpoint. How about your personal house of music?

A. No partitions. In fact, no house. For me, music is an impression of some aspect of life. It may be an abstraction or an attempt at reality. The composer doesn't separate life and music. Music is a language that he uses to express his attitude toward life; his pleasures, his hopes, his frustrations. Most of us react to experiences with words. The composer is a little less direct and a bit more mysterious. He says it with music.

Q. Wait just a moment, please. You say that you try to discourage folks from separating music into classifications, yet there is a degree of segregation in KOAC's programming of music. You have Music of the Masters, the Concert Hall, Memory Book of Music, Grand Opera, and . . . .

A. Touché! But there's a reason. Programming for the mass audience is indirectly dictated by the mass audience. Listeners like things neat. They like to put things in pigeon holes. They want to know what to expect at all times. The more rigid personalities even fit themselves into pigeon holes, so that they'll be able to present approximately the same exterior to all people (including themselves) under all conditions. It's a price we pay for autonomy in our environment. I'll wager that some of the chagrin at the odd trends of modern composers is really impatience with them because they don't get into well-known pigeon holes.

Q. Admitting that I am one of those who is conditioned to segregating various types of music, what can you do to change my attitude?

A. I could program various so-called types of music on each program and show you how they could be integrated.

Q. Then why don't you do just that?

A. This involves policy and policy is the result of many factors, some arising from tradition and some from expediency; and don't forget that programming is indirectly dictated by the listener, and the listener likes things neat.

Q. But couldn't you sort of try it out—on a small scale, that is?

A. It's worth considering.

BERLIOZ ON CHRISTOPHER COLUMBUS

(Excerpt from a letter written January 7, 1859)

. . . The day before yesterday I was quietly talking with some friends by the fireside when I was brought a newspaper in which I saw the announcement of a new biography of Christopher Columbus. Immediately the whole life of this great man was revealed as a single structure to my mind; I saw it as one's eye takes in the whole scene of a picture. The recollection of the famous epic wrung my heart and I fell into a state of indescribable despair, to the amazement of those around me. It was all put down to my state of health. I was not going to let myself be jeered at by declaring my passion for Columbus, the very mention of whose name brought about this crisis. Here was an entanglement of cause and effect in which the most learned physiologists helped by the greatest psychologists would lose their way and be all at sea . . .

Especially for Women

**Each weekday 10:15 to 11:00 a.m.
and 2:00 to 2:30 p.m.
over KOAC-Radio**

These programs are of homemaking, management and the many other interests of women; with reports and discussions of various facets of individual, family and community living, and practical applications of research findings. The afternoon programs reflect the interest, work and thought of a number of Oregon organizations.

10:15 to 11:00 a.m.

Monday —*Food Shopping Tips,* Zelma Reigle and Barbara McCandless, consumer marketing specialists, OSU Extension Service.

—Representatives of the OSU Home Economics Extension Service.

—*News and Comment* on events and problems by director of women's programs, Miss Shirley Howard; occasionally with guests.

Tuesday —*Food Shopping Tips*

—*Doors to Understanding* interviews with students from many countries by Dr. Clara Simerville, OSU foreign student counselor.

—Representatives from the foods and nutrition department of the OSU School of Home Economics and Home Economic Education.

Wednesday —*Food Shopping Tips*

—*Health,* Charlotte Meller, M.D., OSU Student Health Service.

—Representatives from the OSU School of Home Economics departments of clothing, textiles and related arts and institution management.

Thursday —*Food Shopping Tips*

—*Calling Mrs. Oregon,* OSU Student Home Economics Club

—*News and Comment*

Friday —*Food Shopping Tips*

—Representatives of the family life and household administration department of the OSU School of Home Economics.

—*What's Happening,* news, research and special guests

Saturday —*Health Education,* American Medical Association

HOME ECONOMICS EXTENSION

Monday Morning

Oregon State University Extension Service

April 3-24	Roberta Frazier
May 1	Esther Taskerud
May 8-29	Mary Routh
June 5	Jessalee Mallalieu
June 12	Murle Scales

DEPARTMENT OF FOODS AND NUTRITION — Tuesday Morning

OSU School of Home Economics

April	4	Eating Around the World—Developing Food Patterns—History of Common Foods	Marie Harris
	18	Eating Around the World—Today	Beth McLean
	25	Eating Around the World—Today	Beth McLean
May	2	Report on Adult Homemaking Education	Isabella McQuesten
	9	Family Mealtime and Management—Time and Energy	Georgene Barte
	16	Table Courtesy and Comfort	Margaret Ware
	22	Attractive Tables	Mary Wallace

DEPARTMENT OF FAMILY LIFE — Friday Morning

OSU School of Home Economics

April 7-21	Martha Plonk	May 12-19	Katherine Read
April 28-		May 26	Mary Katherine Croft
May 5	Jacquelin Oleson	June 2	Maryanne Staton

OREGON FESTIVALS — 1st and 3rd Monday—2:00-2:15 p.m.

Oregon Society, Daughters of the American Revolution

Radio and TV Chairman: Miss Edna Mingus, 1215 Chemeketa Street, N.E., Salem, Oregon

Regent: Mrs. Owen R. Rhoads, 1465 S.W. Cardinell Drive, Portland, Oregon

This series will present for Oregon's residents historical sketches of the festivals held annually in our state. These stories are based on original research and personal contact by members.

April	3	Strawberry Fair—Lebanon	Mrs. R. M. Hayden
	17	Robin Hood Festival, Sherwood	Champoeg Chapter, Newberg
May	1	Schminck Museum	Mrs. Beatrice Calderwood
	15	Pendleton Round-Up	

STATE COUNCIL ON AGING REPORTS — 1st and 3rd Monday 2:15-2:30 p.m.

State Council on Aging

Executive Secretary: Miss Julia Johnson, P.O. Box 5197, Eugene, Oregon
Chairman: Wesley G. Nicholson, P.O. Box 5197, Eugene, Oregon

This series will include reports on the progress of the work of the State Council on Aging in study and planning in the areas of community services, education, employment, income maintenance, health and housing. There will be descriptions of programs in the field of aging in local Oregon communities and in other states.

LET'S GET ACQUAINTED — 2nd and 4th Monday 2:00 p.m.

Oregon Department, American Legion Auxiliary

Radio Chairman: Mrs. George I. McBee, 1545 South Third Street, Corvallis, Oregon
President: Mrs. Earl Bigelow, 104 King Street, Medford, Oregon

For the 15th year Joan and Jerry, typical Oregon girl and boy, interview citizens or former residents of the various countries of the world. The purpose of these interviews is to gain first hand information of the customs, products, problems and the general mode of life of people in other places. It is the hope of the American Legion Auxiliary that this greater knowledge will bring about better understanding, which in turn will contribute to the cause of world peace. Joan and Jerry are sixth grade pupils at Franklin School, Corvallis, and are aided by Mrs. J. Henry, Principal.

MARION COUNTY HISTORY COMES ALIVE — 5th Monday 2:00 p.m.

Marion County Historical Society

Radio Chairman: Edwin D. Culp, 2890 Ellis Avenue N.E., Salem, Oregon

Another in the series of broadcasts featuring interesting people of Marion County

May 29 Teenagers Visit with Local Oldtimers
Junior U.S. History Students, North Salem High School

GOVERNMENT IS EVERYBODY'S BUSINESS 1st Tuesday 2:00 p.m.

The League of Women Voters of Oregon

Radio Chairman: Mrs. Robert J. Wiener, 3325 N.E. Couch Street, Portland, Oregon
State President: Mrs. K. E. Montgomery, 127 Elkay Drive, Eugene, Oregon

The League of Women Voters of Oregon is a non-partisan organization devoted to promoting the informed and active participation of citizens in government. To aid in furthering this purpose, the League gathers facts and information on the current questions of the day and through Voter's Service, helps the individual to be politically effective.

April 4 Economic Diplomacy—What Are We Going to Do with It?....Mrs. M. L. Siegel
May 2 Financing Our Schools—
How Are We Going to Do It? ....Mrs. Robert J. Wiener

STATE COUNCIL ON AGING 2nd Tuesday 2:00-2:30 p.m.

Executive Secretary: Miss Julia G. Johnson, P.O. Box 5197, Eugene, Oregon

Chairman: Wesley G. Nicholson, P.O. Box 5197, Eugene, Oregon

This series will include interviews and discussions with those actively engaged in the assistance of the Senior Citizens of Oregon as well as participation by senior citizens.

STATUS OF WOMEN UNLIMITED 3rd Tuesday 2:00 p.m.

Business and Professional Women's Club

Club President: Mrs. Mary Jo Albright, 710 N. 11th, Corvallis, Oregon

This program series is brought to you by the Corvallis Business and Professional Women's Club, which is one of the thousands in the National and International Federation of Business and Professional Women's Clubs. The topics are for the interest and promotion of the status of women.

April 18 This Is Your Business
Members of the Corvallis Club
May 16 Are Women's Clubs Worthwhile?
Guests from various clubs

THE WORLD IS OUR AFFAIR 4th Tuesday 2:00 p.m.

Oregon Division, American Association of University Women

Radio Chairman: Dr. Patricia Green Swenson, 2128 N.E. Weidler Street, Portland, Oregon

State President: Mrs. Carl Brandenfels, P.O. Box 7, St. Helens, Oregon

Every age in the history of the world in which we must live has called for men and women, broadly educated, with intellectual capacity and moral courage to make the difficult decisions that shape mankind's progress. In this space age, we of AAUW accept, as we have in the past, our share of responsibility and restate the strengthened conviction that "The World Is Our Affair."

April 25 New Directions in Higher Education..............................Mrs. Philip Blohm
May 23 New Trends in Foreign Language....................................Mrs. J. M. Bedford

LOVE OF COUNTRY—OUR WORK 5th Tuesday 2:00 p.m.

Oregon Department, Women's Relief Corps

Radio Chairman: Jessie L. Boyes, 312½ First Street, Newberg, Oregon
President: Mrs. Victor Greco, 1709 S.E. 45th Avenue. Portland, Oregon

The Women's Relief Corps, auxiliary of the Grand Army of the Republic, believes in and follows the principles of the Grand Army.

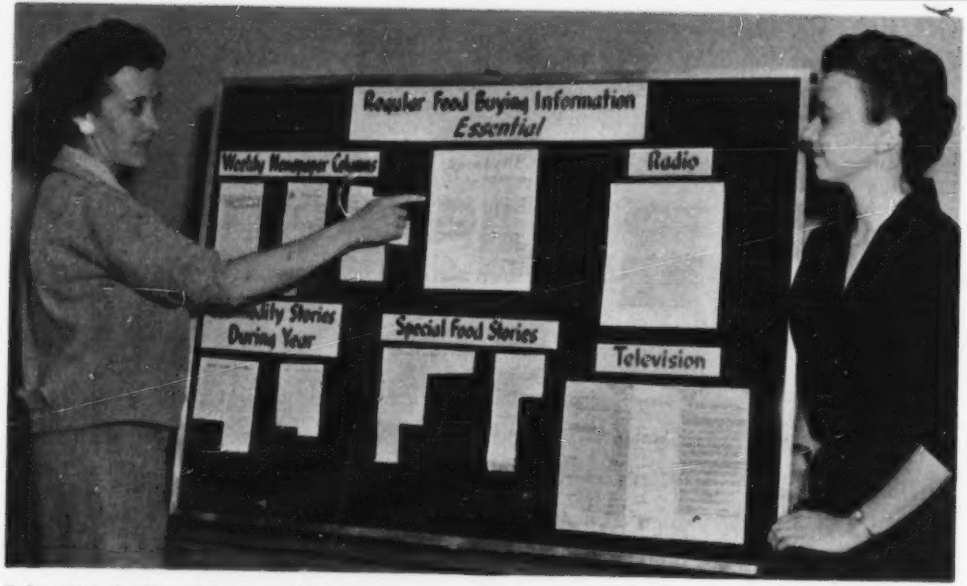
May 30 Memorial Day Special

PROBLEMS OF GROWING UP Wednesdays 2:00-2:30 p.m.

Oregon State University Psychology Department

Dr. Lillian Van Loan, Psychology Faculty Member
Dr. W. R. Crooks, Head, Department of Psychology
Mr. Roy Lewis, Psychology Faculty Member

The psychology department at Oregon State University presents this series, planned in such a way that it may be used for group listening and discussion or for individual listening. Some of the programs are planned and directed by students enrolled in the course, "Human Development." The topic for each program is selected from readings and class



Zelma Reigle (l) and Barbara McCandless, extension consumer marketing specialists, give housewives food shopping tips daily, Monday through Friday, at 10:15 a.m.

discussions of the course or from listener requests in the areas of parent-child problems, family relations and problems of general development. Other programs are prepared and presented by Mr. Roy Lewis of the psychology department. Listener comments and requests are invited.

GARDEN CLUB OF THE AIR Thursdays 2:00 p.m.

Oregon State Federation of Garden Clubs

Radio Chairman: Mrs. Joe Gray, Route 2, Box 70A, Philomath, Oregon
State President: Mrs. Verne I. Brader, Box 25-A, Chemult, Oregon

Recent census figures show a marked trend toward suburban and country living. Probably this is due to some extent to a desire on the part of home owners to do more ornamental gardening than would be possible on a cramped city lot. We feel that this trend makes a gardening program even more important to the radio audience and we have tried to select subjects of especial interest to the new home owners. We hope there will be something of interest for all gardeners and flower hobbyists.

April	6	Landscaping on a Steep Slope	George Fredeen
	13	Park Boards in Action	Mrs. H. A. Rowley
	20	Pools in the Garden Scene	Tom Rickard
	27	Grading and Planting Lawns	H. L. Schudel
May	4	Upkeep of Shrubbery Plantings	George Fredeen
	11	Gardening in Containers	George Fredeen
	18	Iris, Month by Month	Mrs. O. C. Compton
	25	Gleanings	Mrs. Verne I. Brader

THE ANATOMY OF MENTAL HEALTH 1st and 3rd Fridays 2:00 p.m.

Mental Health Association of Oregon

Executive Director: Dr. Frank B. Strange, 427 S.W. 11th Avenue, Portland, Oregon
Education Chairman: Dr. David S. Brody, Oregon College of Education, Monmouth, Oregon

Mental health is everybody's business and mental illness is our number one health problem with over half the existing hospital beds filled by people suffering from serious mental problems. The Mental Health Association of Oregon, whose services are supported by your United Fund contribution, seeks to bring to full public awareness the intensity and scope of mental health problems. The Association works for:

1) restoration of mental health
2) protection of mental health
3) elevation of mental health

These programs are rebroadcast by Radio KBPS in Portland.

THE KEY TO PUBLIC AFFAIRS

2nd and 4th Friday 2:00 p.m.

Oregon Federation of Women's Clubs

Radio Chairman: Mrs. Jack C. Todd, Route 4, Box 361, Corvallis, Oregon
State President: Mrs. Fred S. Gast, 2818 N.W. Beuhla Vista Terrace, Portland, Oregon

The "key" to open the door of our minds is active work in public affairs. Our object is to stimulate clubwomen to revitalize their activities to preserve and maintain the freedom and liberty upon which our democracy is based. Since self-government will endure only when people are informed of and participate in its operation, each of us must accept our share of the responsibility to inform and to participate in such a way that our nation may continue strong.

Through the programs of public affairs, clubwomen can deepen civic consciousness and translate the principles of citizenship into action in the community, state, and nation.

April	14	National Library Week	Mrs. Earl Y. Dickensheet
April	28	Law Observance and Crime Prevention	
May	12	District Meetings	Mrs. William Burnap and Mrs. James Porter
May	26	Summation of Year's Work	Mrs. Fred S. Gast

GRAND ARMY OF THE REPUBLIC

5th Friday 2:00 p.m.

Ladies of the Grand Army of the Republic

Radio Chairman: Luella M. Wolf (Mrs. H.G.), 627 3rd Avenue, Albany, Oregon
State President: Mrs. Cliff Kern, 4609 N.W. Wheaton Road, Vancouver, Washington

The Ladies of the Grand Army of the Republic was organized to keep alive the memories of the veterans of the Civil War who fought to preserve the Union in 1861-1865.

Mar.	31	The Historical Museum at Springfield, Illinois	Mrs. Cliff Kern

Legislative Reports

Radio KOAC (550) will continue to provide thorough coverage of the 1961 Oregon legislative assembly while this assembly is in session. Bob Richter, coordinator of state department programs, and members of the KOAC news staff present information on legislative activities in regularly scheduled news programs and special features. The day's legislative news and interviews with legislators are included in the special legislative reports heard each evening at 6:45.

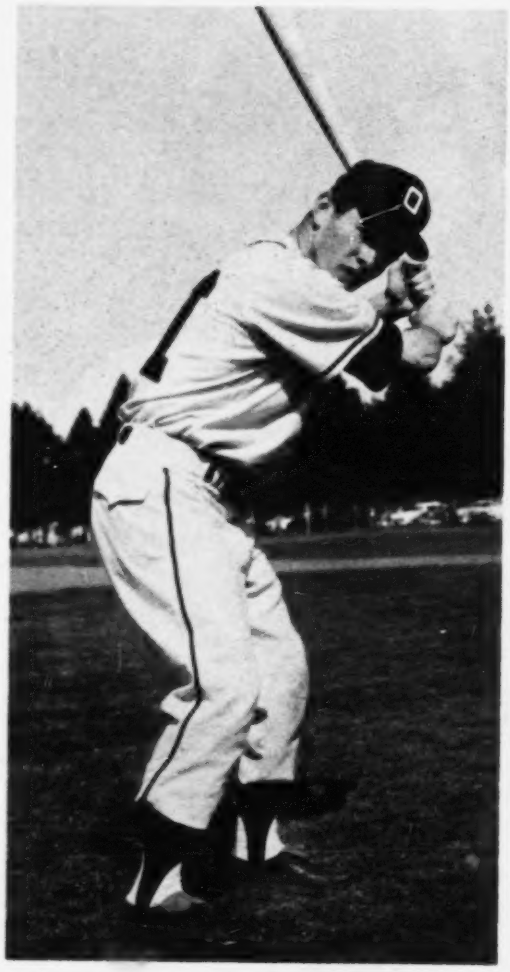
Bob Richter

Collegiate Sports on KOAC-Radio

Radio KOAC will carry home baseball games played by Oregon State University during April and May with veteran sportscaster Bob Hinz on the play-by-play.

BASEBALL

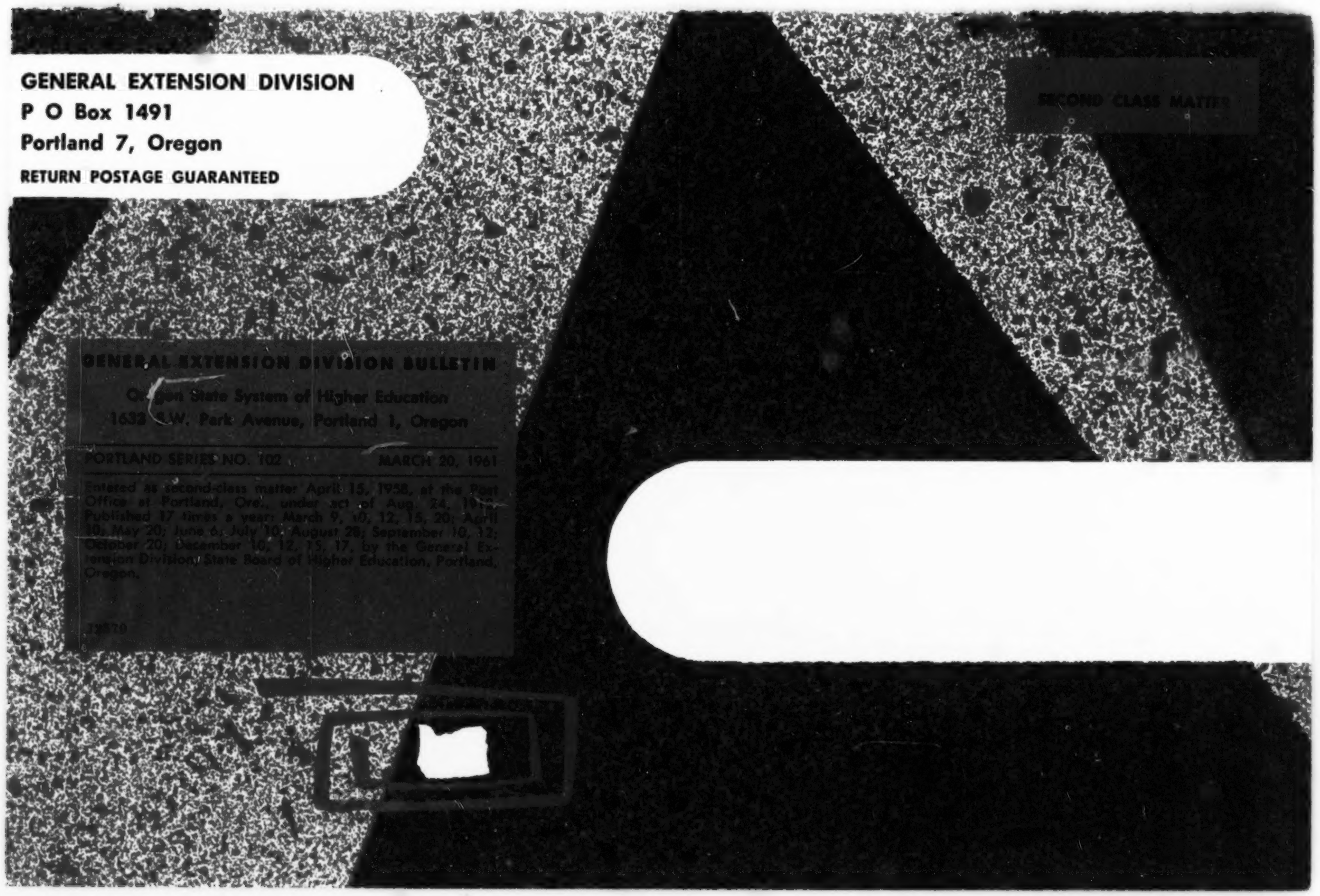
April	21	University of Oregon
	28	University of Idaho
	29	University of Idaho
May	3	Washington State
	4	Washington State
	8	University of Washington
	9	University of Washington
	27	University of Oregon



OSU Outfielder Grimm Mason

KOAC-550

Play by Play
At Home . . . In Your Car



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